

**Red Lane Primary School**

**Overview of the school and numbers of pupils eligible for Pupil Premium 18/19**

**Total amount £332,640**

<b>Number of pupils and pupil premium grant (PPG) received</b>	
<b>Total number of pupils on roll</b>	<b>475</b>
<b>Total number of pupils eligible for PPG</b>	<b>252</b>
<b>Amount of PPG received per pupil</b>	<b>£1320</b>
<b>Total amount of PPG received</b>	<b>£332,640</b>
<b>Total amount of PPG spend per term</b>	<b>£110,880</b>

**Principles**

**A significant amount of additional funding has been allocated to the school and we are determined to ensure that it has maximum impact. Careful analysis of internal and external pupil level data, historical attainment and progress rate was undertaken to ensure that these funds are used to maximum effect. Our robust self-evaluation procedures and consideration of current research into effective provision has guided us in deciding where and how to spend our pupil premium allocation.**

**The pupil premium funding that is received by the school annually is used in a variety of ways in order to improve pupil attainment, rates of progress and overcome barriers to learning. We ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. In making provision for socially disadvantaged pupils, we recognise that not all our pupils who receive Free School meals (FSM) will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for PPG. We therefore allocate Pupil Premium Funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.**

**Funding for this academic year is £332,640. School has received funding of £1320 per child eligible for free school meals. The school receives £300 per child service children of which we have 2. The school also receives £2300 per post LAC pupil of which we have 9. The school receives £2125 per LAC pupil. This funding is shown separately to general Pupil Premium.**

### **Main barriers to educational achievement**

- **Delayed development in communication and language**
- **Delayed development in social skills**
- **Delayed emotional development**
- **Behavioural difficulties**
- **Low attendance and punctuality**
- **Low concentration and listening skills**
- **A limited identification of special needs on entry to school**
- **Limited support with homework and reading**
- **English acquisition as an additional language**
- **Low pupil aspiration which impacts upon their attitude to learning.**

## How the allocation will be spent to address the barriers and why these approaches were taken

- To provide teaching assistant support in all classes to ensure that all pupils achieve their end of year targets. This is through quality first teaching and additional interventions, particularly in English and maths.
- To provide a school counsellor 2 days a week to support pupils with particular emotional and social concerns.
- To employ an Attendance and Pastoral officer to monitor attendance and punctuality and also provide support at home for families.
- To provide an additional teacher to target low attainment in Year 6.
- To provide an additional teacher (part time) in Year 6 to target higher attaining pupils in maths.
- To provide booster clubs for identified Year 2 and Year 6 pupils.
- To provide EAL/INA teaching assistant support in EYFS, KS1 and KS2.
- To subsidise breakfast for all pupils so that they are better prepared for learning.
- To provide pupils with specialist reading interventions; ARROW and reading recovery.
- To provide pupils with additional IT equipment to motivate learning and encourage engagement.
- To provide all staff with specialist training in language and communication interventions especially in the Early Years and KS1.
- To provide communication and language support for vulnerable pupils in KS1.
- To provide a wider range of opportunities and activities which parents may not be able to fully fund. This includes subsidising residential trips and enrichment opportunities in school.
- To provide holistic therapy to promote pupil wellbeing.
- To provide specific staff training on how to further develop pupils' vocabulary, comprehension and higher order reading skills.
- To provide staff training on how to further develop pupils' resilience, teamwork, cooperation and communication skills.
- To provide specialist teaching assistants to deliver programmes of work to SEND and EAL pupils.
- To provide an additional reading programme, accelerated reading, for KS2 pupils.
- To provide an environment for pupils to access supported programmes that develop resilience, lower anxiety and raise self esteem.

## **How we will measure the impact of the Pupil Premium**

- **By ensuring every intervention has clear success criteria and is time limited.**
- **By measuring attainment and progress and reviewing regularly through pupil progress meetings.**
- **In house assessments including Boxall and Southampton screen for social, emotional and behavioural aspects.**
- **Regular assessments of pupils' language and vocabulary skills.**
- **Lesson observation of pupils' engagement, enjoyment and learning.**
- **Regular book scrutinies of pupils' workbooks.**
- **Counsellor reports on individual pupil's wellbeing.**
- **Discussions with pupils about their learning**
- **Discussions with parents and staff about individual pupils.**
- **Scrutiny of reports showing outcomes from outside agencies.**
- **Improved attendance and punctuality for individual pupils.**
- **Analysis of attainment and progress data through Standards Team meetings.**

### Pupil Outcomes 2018

Data taken from Bolton Data Pack in Sept 18 and School Performance Summary Nov 18

<b>Context of EYFS cohort</b>				
Number of pupils disadvantaged	Number of pupils not disadvantaged	Number of pupils with SEND and disadvantaged	Number of pupils with EAL and disadvantaged	Number of pupils with Social and Emotional Barriers and disadvantaged
<u>30</u>	<u>30</u>	<u>7</u>	<u>5</u>	<u>14</u>

	PPG Pupils School results 2018	Non PPG Pupils School results 2018	PPG Pupils National results 2018	Non PPG Pupils National results 2018
% of pupils achieving a Good Level of Development (GLD) at the end of EYFS	53%	53%	57%	74%

<b>Context of Year 1 cohort</b>				
Number of pupils disadvantaged	Number of pupils not disadvantaged	Number of pupils with SEND and disadvantaged	Number of pupils with EAL and disadvantaged	Number of pupils with Social and Emotional Barriers and disadvantaged
<u>37</u>	<u>23</u>	<u>7</u>	<u>6</u>	<u>15</u>

	PPG Pupils School results 2018	Non PPG Pupils School results 2018	PPG Pupils National results 2018	Non PPG Pupils National results 2018
% of pupils achieving expected standard in phonic screening check in Y1	78%	70%	72%	85%

<b>Context of Year 2 cohort</b>				
<b>Number of pupils disadvantaged</b>	<b>Number of pupils not disadvantaged</b>	<b>Number of pupils with SEND and disadvantaged</b>	<b>Number of pupils with EAL and disadvantaged</b>	<b>Number of pupils with Social and Emotional Barriers and disadvantaged</b>
<u>36</u>	<u>24</u>	<u>7</u>	<u>3</u>	<u>16</u>

	<b>PPG Pupils School results 2018</b>	<b>Non PPG Pupils School results 2018</b>	<b>PPG Pupils National results 2018</b>	<b>Non PPG Pupils National results 2018</b>
<b>% of pupils achieving expected standard in phonic screening check in Y2</b>	<b>83%</b>	<b>92%</b>	<b>84%</b>	<b>93%</b>
<b>% of pupils attaining Expected Standard at the end of KS1 in reading</b>	<b>58%</b>	<b>79%</b>	<b>63%</b>	<b>79%</b>
<b>% of pupils attaining Expected Standard at the end of KS1 in writing</b>	<b>47%</b>	<b>71%</b>	<b>55%</b>	<b>74%</b>
<b>% of pupils attaining Expected Standard at the end of KS1 in maths</b>	<b>56%</b>	<b>75%</b>	<b>63%</b>	<b>80%</b>
<b>% of pupils attaining Expected Standard in science</b>	<b>58%</b>	<b>88%</b>		<b>86%</b>
<b>% of pupils attaining Greater Depth at the end of KS1 in reading</b>	<b>14%</b>	<b>29%</b>	<b>14%</b>	<b>29%</b>
<b>% of pupils attaining Greater Depth at the end of KS1 in writing</b>	<b>6%</b>	<b>17%</b>	<b>8%</b>	<b>18%</b>
<b>% of pupils attaining Greater Depth at the end of KS1 in maths</b>	<b>8%</b>	<b>25%</b>	<b>12%</b>	<b>25%</b>
<b>% of pupils attaining Expected Standard in RW&amp;M</b>	<b>41%</b>	<b>52%</b>	<b>51%</b>	<b>70%</b>
<b>% of pupils attaining Higher Standard in RW&amp;M at the end of KS2</b>	<b>5%</b>	<b>5%</b>	<b>4%</b>	<b>12%</b>

<b>Context of Year 6 cohort</b>				
<b>Number of pupils disadvantaged</b>	<b>Number of pupils not disadvantaged</b>	<b>Number of pupils with SEND and disadvantaged</b>	<b>Number of pupils with EAL and disadvantaged</b>	<b>Number of pupils with Social and Emotional Barriers and disadvantaged</b>
<b><u>39</u></b>	<b><u>21</u></b>	<b><u>10</u></b>	<b><u>4</u></b>	<b><u>16</u></b>

	<b>PPG Pupils School results 2018</b>	<b>Non PPG Pupils School results 2018</b>	<b>PPG Pupils National results 2018</b>	<b>Non PPG Pupils National results 2018</b>
<b>% of pupils attaining Expected Standard at the end of KS2 in reading</b>	<b>56%</b>	<b>62%</b>	<b>64%</b>	<b>80%</b>
<b>% of pupils attaining Expected Standard at the end of KS2 in writing</b>	<b>56%</b>	<b>67%</b>	<b>67%</b>	<b>83%</b>
<b>% of pupils attaining Expected Standard at the end of KS2 in maths</b>	<b>56%</b>	<b>81%</b>	<b>64%</b>	<b>81%</b>
<b>% of pupils attaining Expected Standard at the end of KS2 in SPAG</b>	<b>54%</b>	<b>67%</b>		<b>82%</b>
<b>% of pupils attaining Expected Standard at the end of KS2 in science</b>	<b>69%</b>	<b>86%</b>		<b>87%</b>
<b>% of pupils attaining Expected Standard in RW&amp;M</b>	<b>41%</b>	<b>52%</b>	<b>51%</b>	<b>70%</b>
<b>% of pupils attaining Higher Standard at the end of KS2 in reading</b>	<b>15%</b>	<b>19%</b>	<b>18%</b>	<b>33%</b>
<b>% of pupils attaining Higher Standard at the end of KS2 in writing</b>	<b>5%</b>	<b>10%</b>	<b>11%</b>	<b>24%</b>
<b>% of pupils attaining Higher Standard at the end of KS2 in maths</b>	<b>18%</b>	<b>24%</b>	<b>14%</b>	<b>28%</b>
<b>% of pupils attaining Higher Standard at the end of KS2 in SPAG</b>	<b>28%</b>	<b>29%</b>		<b>39%</b>
<b>% of pupils attaining Higher Standard in RW&amp;M at the end of KS2</b>	<b>5%</b>	<b>5%</b>	<b>4%</b>	<b>12%</b>

The progress score in reading at the end of KS2	-1.0	-2.3	-0.6	0.3
The progress score in writing at the end of KS2	-2.3	-2.5	-0.5	0.2
The progress score in maths at the end of KS2	-0.4	-0.7	-0.6	0.3

### Pupil Outcomes 2019

Data taken from Bolton Data Pack in Sept 19 and School Performance Summary Nov 19

<b>Context of EYFS cohort</b>				
<b>Number of pupils disadvantaged</b>	<b>Number of pupils not disadvantaged</b>	<b>Number of pupils with SEND and disadvantaged</b>	<b>Number of pupils with EAL and disadvantaged</b>	<b>Number of pupils with Social and Emotional Barriers and disadvantaged</b>
<u>22</u>	<u>37</u>	<u>5</u>	<u>4</u>	<u>8</u>

	<b>PPG Pupils School results 2019</b>	<b>Non PPG Pupils School results 2019</b>	<b>PPG Pupils National results 2019</b>	<b>Non PPG Pupils National results 2019</b>
<b>% of pupils achieving a Good Level of Development (GLD) at the end of EYFS</b>	45%	59%	57%	74%

<b>Context of Year 1 cohort</b>				
<b>Number of pupils disadvantaged</b>	<b>Number of pupils not disadvantaged</b>	<b>Number of pupils with SEND and disadvantaged</b>	<b>Number of pupils with EAL and disadvantaged</b>	<b>Number of pupils with Social and Emotional Barriers and disadvantaged</b>
<u>35</u>	<u>23</u>	<u>9</u>	<u>4</u>	<u>12</u>



	<b>PPG Pupils School results 2019</b>	<b>Non PPG Pupils School results 2019</b>	<b>PPG Pupils National results 2019</b>	<b>Non PPG Pupils National results 2019</b>
<b>% of pupils achieving expected standard in phonic screening check in Y1</b>	<b>71%</b>	<b>87%</b>	<b>71%</b>	<b>84%</b>

<b>Context of Year 2 cohort</b>				
<b>Number of pupils disadvantaged</b>	<b>Number of pupils not disadvantaged</b>	<b>Number of pupils with SEND and disadvantaged</b>	<b>Number of pupils with EAL and disadvantaged</b>	<b>Number of pupils with Social and Emotional Barriers and disadvantaged</b>
<b>38</b>	<b>20</b>	<b>9</b>	<b>6</b>	<b>14</b>

	<b>PPG Pupils School results 2019</b>	<b>Non PPG Pupils School results 2019</b>	<b>PPG Pupils National results 2019</b>	<b>Non PPG Pupils National results 2019</b>
<b>% of pupils achieving expected standard in phonic screening check in Y2</b>	<b>92%</b>	<b>85%</b>	<b>85%</b>	<b>93%</b>
<b>% of pupils attaining Expected Standard at the end of KS1 in reading</b>	<b>61%</b>	<b>65%</b>	<b>62%</b>	<b>78%</b>
<b>% of pupils attaining Expected Standard at the end of KS1 in writing</b>	<b>55%</b>	<b>50%</b>	<b>55%</b>	<b>73%</b>
<b>% of pupils attaining Expected Standard at the end of KS1 in maths</b>	<b>61%</b>	<b>60%</b>	<b>62%</b>	<b>79%</b>
<b>% of pupils attaining Expected Standard in science</b>				
<b>% of pupils attaining Greater Depth at the end of KS1 in reading</b>	<b>11%</b>	<b>10%</b>	<b>14%</b>	<b>28%</b>
<b>% of pupils attaining Greater Depth at the end of KS1 in writing</b>	<b>8%</b>	<b>0%</b>	<b>7%</b>	<b>17%</b>
<b>% of pupils attaining Greater Depth at the end of KS1 in maths</b>	<b>8%</b>	<b>0%</b>	<b>12%</b>	<b>24%</b>
<b>% of pupils attaining Expected Standard in RW&amp;M</b>	<b>55%</b>	<b>50%</b>	<b>50%</b>	<b>69%</b>

<b>% of pupils attaining Higher Standard in RW&amp;M at the end of KS1</b>	<b>3%</b>	<b>0%</b>	<b>5%</b>	<b>13%</b>
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<b>Context of Year 6 cohort</b>				
<b>Number of pupils disadvantaged</b>	<b>Number of pupils not disadvantaged</b>	<b>Number of pupils with SEND and disadvantaged</b>	<b>Number of pupils with EAL and disadvantaged</b>	<b>Number of pupils with Social and Emotional Barriers and disadvantaged</b>
<b><u>40</u></b>	<b><u>19</u></b>	<b><u>12</u></b>	<b><u>11</u></b>	<b><u>18</u></b>

	<b>PPG Pupils School results 2019</b>	<b>Non PPG Pupils School results 2019</b>	<b>PPG Pupils National results 2019</b>	<b>Non PPG Pupils National results 2019</b>
<b>% of pupils attaining Expected Standard at the end of KS2 in reading</b>	<b>50%</b>	<b>84%</b>	<b>62%</b>	<b>78%</b>
<b>% of pupils attaining Expected Standard at the end of KS2 in writing</b>	<b>53%</b>	<b>79%</b>	<b>68%</b>	<b>83%</b>
<b>% of pupils attaining Expected Standard at the end of KS2 in maths</b>	<b>63%</b>	<b>84%</b>	<b>67%</b>	<b>84%</b>
<b>% of pupils attaining Expected Standard at the end of KS2 in SPAG</b>				
<b>% of pupils attaining Expected Standard at the end of KS2 in science</b>				
<b>% of pupils attaining Expected Standard in RW&amp;M</b>	<b>43%</b>	<b>79%</b>	<b>51%</b>	<b>71%</b>
<b>% of pupils attaining Higher Standard at the end of KS2 in reading</b>	<b>15%</b>	<b>32%</b>	<b>17%</b>	<b>31%</b>
<b>% of pupils attaining Higher Standard at the end of KS2 in writing</b>	<b>5%</b>	<b>37%</b>	<b>11%</b>	<b>24%</b>
<b>% of pupils attaining Higher Standard at the end of KS2 in maths</b>	<b>20%</b>	<b>37%</b>	<b>16%</b>	<b>31%</b>
<b>% of pupils attaining Higher Standard at the end of KS2 in SPAG</b>				

<b>% of pupils attaining Higher Standard in RW&amp;M at the end of KS2</b>	<b>3%</b>	<b>21%</b>	<b>5%</b>	<b>13%</b>
<b>The progress score in reading at the end of KS2</b>	<b>+0.3</b>	<b>+2.1</b>	<b>-0.6</b>	<b>+0.3</b>
<b>The progress score in writing at the end of KS2</b>	<b>+0.7</b>	<b>+1.8</b>	<b>-0.5</b>	<b>+0.3</b>
<b>The progress score in maths at the end of KS2</b>	<b>+2.8</b>	<b>+2.6</b>	<b>-0.7</b>	<b>+0.4</b>