

Red Lane Primary School

Overview of the school and numbers of pupils eligible for Pupil Premium 20/21

Total amount £295,228

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	419
Total number of pupils eligible for PPG	219
Amount of PPG received per pupil	£1345
Total amount of PPG received	£295,228
Total amount of PPG spend per term	£

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 £295,228. School has received funding of £1345 per child eligible for free school meals. The school receives £310 per child service children of which we have 2. The school also receives £2345 per post LAC pupil of which we have 5. The school receives £2345 per LAC pupil of which we currently have 5. This funding is shown separately to general Pupil Premium.

Main barriers to educational achievement

All pupils have made little progress in learning and attainment due to not attending school since March 2020 due to the Covid 19 flu pandemic. The majority of pupils accessed the home learning provided by school but this was no substitution for the supportive learning in a classroom with experienced teachers and professionals.

- 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.
- From September 20 many pupils will have periodic absences due to self-isolation in the Covid 19 flu pandemic.

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 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 Years 5& 6.
- To provide booster clubs for identified Year 2 and Year 6 pupils.
- To subsidise breakfast for all pupils so that they are better prepared for learning.
- To provide pupils with specialist reading interventions; ARROW, Accelerated Reader 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 (Spring term).
- To provide specific staff training on how to further develop pupils' vocabulary, comprehension and higher order reading skills.
- To provide staff training on metacognition and memory in order to enable all pupils to know more and remember more.
- To provide staff with training and resources in reading and phonics (read, write, inc)
- To provide additional catch up time for KS2 in class with their teachers and teaching assistants (an extra 2 hours per week) during the Autumn Term.
- To provide training to teaching assistants to deliver programmes of work to SEND and EAL pupils.
- To provide home learning packs for SEND/EAL pupils.
- To provide parental support workshops in reading, phonics, speaking, listening and mathematics.
- To provide an environment for pupils to access supported programmes that develop resilience, lower anxiety and raise self-esteem.
- To provide improved home learning approaches during the Covid 19 flu pandemic when pupils may need to self-isolate.
- To provide an additional teacher to lead teaching and learning, supporting NQTs, RQTs and less experienced teachers, ensuring consistency in all teaching approaches.
- To provide White Rose training in mathematics for all staff.

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.**
- **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.**
- **Discussions and evaluations of impact through Inclusion Team meetings.**

Pupil Outcomes 2020

Due to the Covid 19 flu pandemic no official data was collected as requested by the Government and DFE. Internal data was collected by the school up to March 2020 before lockdown.

Pupil Outcomes 2021

Data taken from Bolton Data Pack in Sept 21 and School Performance Summary Nov 21

Context of EYFS cohort				
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

	PPG Pupils School results 2021	Non PPG Pupils School results 2021	PPG Pupils National results 2021	Non PPG Pupils National results 2021
% of pupils achieving a Good Level of Development (GLD) at the end of EYFS				

Context of Year 1 cohort				
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

	PPG Pupils School results 2021	Non PPG Pupils School results 2021	PPG Pupils National results 2021	Non PPG Pupils National results 2021
% of pupils achieving expected standard in phonic screening check in Y1				

Context of Year 2 cohort				
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

	PPG Pupils School results 2021	Non PPG Pupils School results 2021	PPG Pupils National results 2021	Non PPG Pupils National results 2021
% of pupils achieving expected standard in phonic screening check in Y2				
% of pupils attaining Expected Standard at the end of KS1 in reading				
% of pupils attaining Expected Standard at the end of KS1 in writing				
% of pupils attaining Expected Standard at the end of KS1 in maths				
% of pupils attaining Expected Standard in science				
% of pupils attaining Greater Depth at the end of KS1 in reading				
% of pupils attaining Greater Depth at the end of KS1 in writing				

% of pupils attaining Greater Depth at the end of KS1 in maths				
% of pupils attaining Expected Standard in RW&M				
% of pupils attaining Higher Standard in RW&M at the end of KS1				

Context of Year 6 cohort				
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

	PPG Pupils School results 2021	Non PPG Pupils School results 2021	PPG Pupils National results 2021	Non PPG Pupils National results 2021
% of pupils attaining Expected Standard at the end of KS2 in reading				
% of pupils attaining Expected Standard at the end of KS2 in writing				
% of pupils attaining Expected Standard at the end of KS2 in maths				
% of pupils attaining Expected Standard at the end of KS2 in SPAG				
% of pupils attaining Expected Standard at the end of KS2 in science				
% of pupils attaining Expected Standard in RW&M				

% of pupils attaining Higher Standard at the end of KS2 in reading				
% of pupils attaining Higher Standard at the end of KS2 in writing				
% of pupils attaining Higher Standard at the end of KS2 in maths				
% of pupils attaining Higher Standard at the end of KS2 in SPAG				
% of pupils attaining Higher Standard in RW&M at the end of KS2				
The progress score in reading at the end of KS2				
The progress score in writing at the end of KS2				
The progress score in maths at the end of KS2				

