# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | Russells Hall Primary School |
| Number of pupils in school | 419 |
| Proportion (%) of pupil premium eligible pupils | 32% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 21/22; 22/23; 23/24 |
| Date this statement was published | December 22 |
| Date on which it will be reviewed | July 23 |
| Statement authorised by | Alison Harrison |
| Pupil premium lead | Alison Harrison |
| Governor / Trustee lead | John Cook |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ 171,740 |
| Recovery premium funding allocation this academic year | £ 17,980 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £ 0 |

# Part A: Pupil premium strategy plan

## Statement of intent

Common barriers to learning for disadvantaged children at Russells Hall include: less support at home, weak language and underdeveloped communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

We will ensure that all teaching staff are involved in the forensic analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses that impact outcomes in their own class, year group and across the school. This will ensure a collective responsibility to supporting those children with greatest need.

We recognise difference and acknowledge bias: we don't strategically plan with labels but rather consider accessibility for everyone with a learning led approach. We see the purpose of education as social justice through better attainment and encourage a school culture of collective responsibility and ownership of pupil groups. Ultimately, our success will stand or fall on how successfully all children learn to read so that they can read to learn. All children will be strong readers.

We base our knowledge of children on assessment not assumptions. The granular analysis of data drives intervention in out learning led approach.

### Our ultimate objectives are:

- ✔ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data
- ✔ For all disadvantaged pupils in school to make or exceed nationally expected progress rates.
- ✔ To support our children's health and wellbeing to enable them to access learning at an appropriate level.

### We aim to do this through:

- A long term plan with no quick fixes
- Having bold ambitions for all
- Good pastoral care which develops strong, positive relationships with families.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socio economically disadvantaged pupils are adequately assessed and addressed
- When making provision for socio economically disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged
- We also recognise that not all pupils who are socio economically disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socio economically disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

**Achieving these objectives:**

The range of provision the Governors consider making for this group include and would not be inclusive of:

- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring teaching and learning opportunities meet the needs of all pupils.
- Ensuring teaching is inclusive and that all staff have high expectations for all.
- 1-1 support where needed.
- All our work through the pupil premium will be aimed at accelerating progress, moving children to at least age-related expectations.
- Pupil premium resources are to be used to target able children on Free School Meals to achieve Age Related Expectations
- Transition from primary to secondary and transition internally and into EYFS.
- Additional learning support.
- Support payment for activities, educational visits and residentials. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support at lunchtime and extending PE provision through the introduction of OPAL.
- Access to ELSA support with our Safeguarding Officer
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote Russells Hall values and thus enhance learning.
- Providing a monthly 'Book in a Box' to all children in receipt of Pupil premium.

*This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.*

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|---|---|
| 1 | Weak language and communication skills – in part due to lack of parental engagement with reading. PP Children are unlikely to use talk to connect ideas and explain what is happening coherently. Due to poor socio economic and disadvantaged upbringing, children are unlikely to have the breadth of vocabulary, knowledge and skills, compared to their peers nationally. The language gap drives the attainment gap. |
| 2 | Low attainment on entry to the Early years Foundation Stage in all areas but particularly in communication and language, PSED and Literacy. Diversity due to a school population comprising of 24 languages as well as those with additional needs. We draw from over 23 different nurseries and the children arrive with a diverse range of experiences, depending on the quality of education provided and how much it has been accessed prior to entry. |
| 3 | Assessments, observations and discussions with staff indicate that children find it hard to remember and build on past learning, meaning they have not developed appropriate and embedded schema needed to make new knowledge and skills stick. The COVID pandemic and resulting lockdowns have exacerbated this. |
| 4 | More frequent behaviour difficulties. These behaviours can present in the form of being dis-regulated, unable to contain or handle their own emotions and being able to |

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| | articulate how they feel. They need supportive adults to help regulate and provide an avenue of support. |
| 5 | Attendance and Punctuality issues |
| 6 | Deprivation in local area means that PP children in school often lack wider experiences and can struggle to engage in the curriculum |
| 7 | Emotional health and wellbeing (enhanced challenge due to the COVID-19 pandemic) |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|---|---|
| Progress in Reading | Achieve LA average progress scores in KS2 Reading |
| Progress in Writing | Achieve LA average progress scores in KS2 Writing |
| Progress in Mathematics | Achieve LA average progress scores in KS2 Maths |
| Greater Depth across all subjects | Achieve LA average for greater depth |
| Other | Ensure attendance of disadvantaged pupils is 96% or above |
| Improved attitudes to learning | Reduction of behavioural incidents on CPOMS |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)
## Budgeted cost: £ 96,756

| Activity | Evidence that supports this approach | Challenge number addressed |
|---|---|---|
| Quality first teaching for all pupils | EEF tiered approach states that quality first teaching is a top priority and will have the biggest impact. | 1 2 3 4 5 6 7 |

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|---|---|---|
| CPD for HLTAs through Ambition 'Transforming teacher' programme £4,800 | Repeat of the Effective Instruction HLT module specifically for HLTAs, to bring them on board with our Transforming Teaching work. This will be delivered via Teams and the HLTAs will have a dedicated CPD session in school time, firstly learning from the training, accompanied by a member of SLT and then planning time afterwards to plan the implementation in their classroom work. Good practice will be modelled by the teacher when they support in classroom, and the AHT who have had coaching all year, will then coach them as they develop their skills. The vision is for them to cascade to TAs the year after, with the emphasis on scaffolding rather than differentiation | 1 2 3 4 5 6 7 |
| Whole school Phonics teaching of a DfE validated Systematic Synthetic Phonics Programme £2000 | Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics improves the accuracy of the child's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension, the development of vocabulary and spelling, which should also be taught explicitly. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics | 1 2 3 |
| The use of regular retrieval practice in all subjects to help children make links between chunks of learning and aid remembering  This includes the use of: Brain dumps pre and post topic and various retrieval techniques using paper based, oral or ICT methods | The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year. Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.  There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future.  Diagnostic assessments provide opportunities to reflect on pupils' thinking, strengths, and weaknesses. They can give useful insights into pupil learning, although interpreting the information they produce requires some level of professional judgement from teachers, as there are many reasons why pupils might answer a question in a certain way. When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups. Some methods can also help teachers isolate the specific misconceptions pupils might hold. https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf | 3 |
| Continuous Provision now | Research, and our school experience, tells us that young children learn best through play and exploration, this is why we have built on the excellent practice of continuous provision in both EYFS and Year 1. We have found | 1 2 3 |

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| embedded in Year 1 | our approach gives the children time to think and explore, in a culture, which supports both the adults and the children. We have seen close relationships build, a strong sense of well-being as well as greater levels of enthusiasm for learning by adults and children alike. The curriculum is exciting, creative and dynamic enabling skills and knowledge to be applied so that children can purposefully build on what has already been learnt as well as identifying what the children need to learn next to ensure they are all successful learners.<br><br>Every day our children get the chance to be a designer, an artist, a writer, a scientist, a musician, a mathematician, a storyteller, an athlete, geographer or historian. Carefully planned play-based experiences inspire the children to consolidate their skills, knowledge and understanding enabling them to be independent, resilient learners who motivate themselves to take on the next challenge and push themselves to their limits. Throughout the environment, both inside and outside, you will see busy children actively engaged in a wide range of activities that they themselves have chosen.<br><br>Continuous provision supports and encourages our children and staff to have a lifelong love of learning. | 4<br>5<br>6<br>7 |
| £8,000 | | |
| LbQ used in year 3 to 6 in Maths and English | Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge.<br><br>**The learner experience of LbQ, including individualised feedback on every question, improves engagement, confidence, and resilience as well as skills and knowledge.** Identifying gaps and misconceptions and providing a greater range of challenge frees each child to progress towards their potential.<br><br>Children feel reassured that their teacher can monitor how they are moving through their work and is guided by LbQ to help them when it is most needed. | 3 |
| £2,180 | | |

# Targeted academic support (for example, tutoring, one-to-one support structured interventions)

## Budgeted cost: £ 95,614

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| HLTA x 3 | Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have | 1<br>2 |

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| **£58,575 (Already in budget)** | been disproportionately impacted by the effects of the pandemic.<br>We have identified 3 year groups who's outcomes have been most negatively affected by COVID who will provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum. | 3<br>4<br>5<br>6<br>7 |
| *Century Tech for Year 3 to 6*<br><br><br><br><br><br><br><br>**£1990 for one year licence.** | This is designed to help pupils catch up on missed learning. With CENTURY, they have access to thousands of micro-lessons created by experienced teachers. As pupils complete the material, they get immediate feedback and recommendations. This gives targeted academic support and will assist in gaps from COVID being reduced.<br>Tutoring money is reducing and yet we still have gaps to fill for some of our children. There are now a number of schools in Dudley who use CENTURY and the Artificial Intelligence within it to help children be independent learners and study independently areas they are struggling with. We need a homework offer that will engage children (and parents). The platform is designed using good practice from neuroscience – gives opportunity for retrieval, promotes growth mindset and ensures low cognitive load. The instant live data enables teachers to track misconceptions and deal with them quickly the next day. Children's programmes are individualised according to baseline assessments and adaptive to their changing needs. Parents can also see the dashboard so this gives them agency and responsibility for home learning. There is a leadership dashboard and a data page that can be shared with parents at parents evenings. | 1<br>2<br>3<br>4<br>5<br>6<br>7 |
| *Accelerated reader – Reading scheme which is adaptive to the pupil's individual needs as it is driven through Star reader assessments and gives immediate feedback in a positive way.*<br><br><br><br><br><br><br><br>**£4821** | This internet-based programme has been found to increase the reading age of pupils by 3 additional months in just 22 weeks, according to the results of a randomised controlled trial published by the Education Endowment Foundation (EEF). Low-income pupils benefited even more, with their reading age improving by 5 additional months in the same amount of time.<br><br>The software screens pupils according to reading ability and suggests books to match their reading age and interests. Its purpose is to foster the habit of independent reading for pleasure amongst the children.<br><br>The average impact of reading comprehension strategies is an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. | 1<br>3<br>6 |
| *Accelerated reader – Maths (Freckle) which is adaptive to the pupil's individual needs as it is* | Feedback studies tend to show high effects on learning.<br><br>There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by | 1<br>3<br>6 |

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| *driven by Star maths assessments and gives immediate feedback in a positive way.*<br><br>*£2968* | technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors.<br><br>Studies that use digital technology, for example, intelligent tutoring systems that scaffold learning show particularly high impacts on pupil outcomes. | |
| *Times Tables Rock Stars which is adaptive to the pupil's individual needs and gives immediate feedback in a positive way.*<br>*£350* | There are positive impacts from a wide range of feedback approaches – including when feedback is delivered by technology or peers. Impacts are highest when feedback is delivered by teachers. It is particularly important to provide feedback when work is correct, rather than just using it to identify errors. | 1<br>3<br>6 |
| *EY/KS1 Books to ensure the books link to the child's current learning level and to Jolly Phonics programme*<br><br><br><br><br>*£2000* | Pupils who fail to learn to read early on start to dislike reading.<br>The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later<br>Children who are good at reading do more of it: they learn more, about all sorts of things, and their expanded vocabulary, gained from their reading, increases their ease of access to more reading.<br>Schools should invest in books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases. These books are often referred to simply as 'decodable' books. These books will be sent home to improve parental engagement with reading and consolidate skills taught throughout the day/ week.<br>. | 1<br>6 |
| *Book in a Box – ensures that every month, all children who are PP receive a Book through the post to home to increase their engagement in reading for pleasure.*<br><br>Reading is THE most integral part of the curriculum and getting children to foster a LOVE of reading is at the heart of it! We  believe that ALL children should have regular access to high quality texts they can love and cherish. | There is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006).<br><br>Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).<br><br>Reading enjoyment has been reported as more important for children's educational success than their family's socio-economic status (OECD, 2002).<br><br>There is a positive link between positive attitudes towards reading and scoring well on reading assessments (Twist et al, 2007). | 1<br>2<br>3<br>6<br>7 |

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|---|---|---|
| All the books sent are age appropriate and challenging<br><br>We are extremely passionate about reading and know the impact it can make to all children's lives.<br>By giving the gift of reading we hope to engage more children and give them exposure to high quality texts to help them on their reading journey.<br><br>*£18,540* | Regularly reading stories or novels outside of school is associated with higher scores in reading assessments (PIRLS, 2006; PISA, 2009).<br><br>International evidence supports these findings; US research reports that independent reading is the best predictor of reading achievement (Anderson, Wilson and Fielding, 1988).<br><br>Evidence suggests that reading for pleasure is an activity that has emotional and social consequences (Clark and Rumbold, 2006).<br><br>Other benefits to reading for pleasure include: text comprehension and grammar, positive reading attitudes, pleasure in reading in later life, increased general knowledge (Clark and Rumbold, 2006). | |
| *Reading Plus – structured intervention for Year 2 to 6 with the aim to develop fluency which* supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.<br><br>*£6,360* | On average, individualised instruction approaches have an impact of 4 months' additional progress.<br><br>There are some indications that approaches involving digital technology can be successful in improving reading comprehension (although there are relatively few studies in this area), particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.<br><br>Studies that use digital technology, for example, intelligent tutoring systems that scaffold learning show particularly high impacts on pupil outcomes.<br><br>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 | 1<br>3<br>6 |

# Wider strategies (for example, related to attendance, behaviour, wellbeing)

## Budgeted cost: £ 12,650

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| *OPAL – getting 20% of the school day right.*<br><br>Since the return to school we have noticed that one of the | Independent evaluation of the OPAL Primary programme by Dr Wendy Russell and Dr Stuart Lester from Gloucester University and Dr Owain Jones from the University of West of England. | 1<br>4<br>5<br>6 |

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| greatest impacts of the pandemic on our children has been in their ability to reform previous relationships and make and keep new friendships. This is shown in the increasing numbers of children with Social, Emotional and Mental Health needs that we are seeing and the fact that their play is becoming increasingly more violent and aggressive- we think in part due to being forced online during the many school and bubble closures and lockdowns we had, hence not being able to play as they used to. Dealing with the aftermath of these issues is putting a huge strain on the learning in the classroom and in turn, negatively affecting our educational outcomes. Quite simply, some children aren't ready to learn after their play experiences. Pupil voice backs this up and children also report that our current offer just isn't inclusive enough. They are frustrated, bored and anxious about playtimes.<br><br><br>_£2000_ | Key findings show that the benefits of OPAL include:<br><br>Positive changes to the school's understanding and position on play (particularly in relation to risk, adult control and all-weather play)<br><br>Imaginative and creative alterations to the school grounds in order to open up more possibilities for play<br><br>Changes in children's play patterns, greater variety of play behaviours, and wider use of time, space and materials for child-initiated outdoor play<br><br>Increased children's enjoyment of play times with an associated reduction in perceived disruptive behaviour<br><br>Teaching staff who valued the instrumental outcomes of the enhancement of playtime, particularly in terms of learning and social development.<br>_Supporting School Improvement Through Play_ Play England, National Children's Bureau (2011). https://outdoorplayandlearning.org.uk/home/for-schools/research/<br><br>Play and the effect on attainment, health, wellbeing<br><br>**Getting outdoors results in better learning outcomes** Outdoor learning can create improvements across all academic disciplines, helping with problem-solving and enthusiasm for learning; and can contribute to improved test scores and grade averages.<br><br>**Outdoor play gets kids more active** When engaged in play, children will stay active for long periods of time and are more active outdoors compared to indoors. Studies done using GPS tracking in the UK show that children are more than two-and-a-half times more active when outdoors compared to indoors (Cooper et al 2010)<br><br>**Outdoor learning and play creates healthier kids** Children come to school more often, can concentrate better, physically sit at their desks for longer, can see better and can learn more. Active free play is also critical in helping children | 7 |

| | develop balance, co-ordination and improved motor fitness.

**Time spent outdoors boosts mental health** Children feel better and perform better after they have been outdoors. Getting outdoors helps children feel calmer, helps process their day and builds the holy grail of capabilities: resilience.

**Children who are outdoors more are more likely to develop a connection to nature and grow up wanting to protect the environment** A 1999 study of 1,259 students from nine countries found that direct experience with nature was more likely to lead to pro-environmental behaviour than simply studying about nature from books (Packer,1999 in Ballantyne & Packer, 2009 . | |
|---|---|---|
| *Behaviour lead additional day to set up OPAL programme and ensure its sustained success*<br><br>*£6000 (Already in budget)* | Setting up OPAL is not an overnight process and we are on an 18 month+ journey to embed the culture into our school. The first 6 months are crucial to ensure the project runs successfully: there is not only a detailed action plan to follow but risk assessments (one offs, daily, weekly) to complete, a play team to train, resources to source (without which it will fail), play leaders (children) to train, developmental days to attend and action, visits to schools to see best practice to name but a few. | 1<br>4<br>5<br>6<br>7 |
| *ELSA trained Safeguarding Officer 1 day a week*<br><br>*£4500 (Already in budget)* | The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. | 7 |
| *Nurture provision at lunchtimes run by SLT for those children with sensory problems and struggle to regulate in the noisy outdoor environment* | Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. | 4<br>7 |

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| *Already in budget* | SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. | |
| *MAPA training completed by two members of SLT.*<br><br>*This training is to be delivered to all staff.*<br><br>£150.00 | MAPA Management of Actual or Potential Aggression training is one of the behaviour management training options available for staff. It provides strategies and skills to safely respond to anxious, hostile or violent behaviour.<br>The training teaches staff how to de-escalate situations and support the child effectively.<br><br>The training boosts staff confidence and shows them how to choose the least restrictive intervention. It creates and environment of empathy, compassion and respect. Raises staff skills and improves verbal and nonverbal de-escalation techniques. It reduces the number of physical injuries and accidents. It strengthen relationships amongst colleagues, staff and pupils.<br><br>The training has shown to improve understanding, confidence and competence of the staff team. Users are more understanding and receptive to earlier de-escalation strategies.<br>(Crisis Prevention Institute 2021) | 4<br>7 |
| *Contingency fund for acute issues* | Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified. | All |

# Total budgeted cost: £ *189,720*

# Part B: Review of outcomes in the previous academic year

**Pupil premium strategy outcomes**
This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

## Challenge 1: Weak language and communication skills and
## Challenge 2: Low attainment on entry to the Early years Foundation Stage in all areas but particularly in communication and language, PSED and Literacy

**RM GLD Percentage – 63.3% (19/30)**
**Year Group GLD Percentage – 66.1% (39/59)**

**Are Children Achieving Well?**
**EYFS Data (RM)**
**End of Year Review**

| Area of learning and ELG | Communication & Language | | Personal, Social & Emotional Development | | | Physical Development | | Literacy | | | Mathematics | | Understanding the World | | | Expressive Arts & Design | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ELG LAU | ELG S | ELG SR | ELG MS | ELG BR | ELG GMS | ELG FMS | ELG C | ELG WR | ELG W | ELG N | ELG NP | ELG PP | ELG PCC | ELG NW | ELG CM | ELG BIM |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
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RHW GLD Percentage – 68.9% (20/29)
Year Group GLD Percentage – 66.1% (39/59)

Are Children Achieving Well?
EYFS Data (RHW)
End of Year Review

| Area of learning and ELG | Communication & Language | | Personal, Social & Emotional Development | | | Physical Development | | Literacy | | | Mathematics | | Understanding the World | | | Expressive Arts & Design | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | ELG LAU | ELG S | ELG SR | ELG MS | ELG BR | ELG GMS | ELG FMS | ELG C | ELG WR | ELG W | ELG N | ELG NP | ELG PP | ELG PCC | ELG NW | ELG CM | ELG BIM |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Em | Em | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Em | Exp | Exp | Em | Exp | Exp | Exp | Exp | Em | Em | Em | Em | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Em | Em | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Em | Exp | Exp | Exp | Exp | Exp | Em | Exp | Em | Em | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Em | Exp | Exp | Exp | Exp | Exp | Exp | Em | Em | Em | Em | Em | Em | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
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| | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em | Em |
| | Exp | Exp | Em | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
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| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Em | Em | Exp | Exp | Exp | Exp | Em | Em | Em | Em | Em | Em | Em | Em | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |
| | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp | Exp |

Challenge 3: Children find it hard to remember and build on past learning, meaning they have not developed appropriate and embedded schema needed to make new knowledge and skills stick.

It is important to note that assessment is carried out to generate continuous improvement and support achievement. It takes place in all year groups and across all subject areas. It is not necessarily done through formal tests. All assessment in our school is meaningful and avoids unnecessary recording or tracking. The purpose of any assessment is to improve learning. Assessments can take the form of observations, discussions, formal assessment of written work and tests. Our approach is inclusive, and we strive for children of all abilities to achieve.

Overview of assessments undertaken this term:

Whilst Ofsted no longer wish to see internal data, we feel it is vitally important to track attainment and progress regularly so that we can act quickly when we notice dips.
We use a range of methods, which I have described below, but also include more 'low stakes' daily assessment through retrieval practice, LBQ, Freckle and Reading Plus from which teachers are able to gain insight into misconceptions provide immediate feedback to push learning on.

EYFS
Teachers formally track progress regularly through Phonics Tracker, assessing sound recognition and word reading skills. Progress is also assessed through a bespoke Reception Screening Check which is completed four times throughout the year. Data is analysed, and reports prepared with next steps identified. Following these checks, a 'Phonics Progress Meeting' is held with Senior Leaders in which data is analysed and actions agreed.

Key Stage 1 (Year 1 and Year 2)
Teachers formally track progress regularly through Phonics Tracker, assessing sound recognition and word reading skills. As with EYFS, daily assessment informs teaching and 'Keep Up' sessions ensure children who need additional support are given it immediately. Half termly phonics checks are also undertaken, administered by Sarah Hawker to ensure consistency of approach, and the results analysed and discussed in 'Phonics Progress Meetings'. The bottom 20% are identified, actions agreed and the children RAG rated to show the progress they are making over time. Examples of these will be available at the meeting.

Key stage 2: Years 2 to 6
At the end of Spring 2, all children from Years 2 to 6 took their Star Reader and Star Maths tests. Because there is also now a wealth of information being generated on a daily/ weekly basis from Accelerated Reader, Reading Plus and Freckle, Phase Leaders generated and analysed Cohort Meeting data using all of these sources, to ensure a more holistic view of each child and classes. This also included attendance data and the child's attitude to learning to further understand the context of their data.

Cohort meetings were held in phases so that teachers could have conversations with a wider group, meaning that some peer coaching could be facilitated. An example of these Cohort Meeting forms will be available at the meeting as the files are too large to attach in this document. From the internal data, Headline Data was produced for the whole school, and shared with teachers, including the analysis dialogue that leaders were having. This will also be shared at FGM. What has been particularly interesting is a report generated from Star Reader and Maths which indicates the probability of each child's KS2 SATS achievement from Year 2 to Year 6 (example to follow). I am keeping a close eye on the accuracy of this once SATS results are known in July, as I would be keen to triangulate this data alongside all the other sources if it correlates, from September.

Star Reader and Star Maths have also been administered in June, the attainment and progress data being especially important to enable accurate and informative reports to parents to be prepared. This data can be seen in the following pages.

Statutory Tests administered this year:
Phonics Screening Check for Year 1 children
Phonics Screening Check for Year 2 children who didn't pass last year ( x 38 children)
Key Stage 1 tests in Reading and Maths
Year 4 Multiplication Tables Check
Key Stage 2 Tests in Reading, SPAG and Maths. Our writing Teacher Assessments have been moderated by the LA, as part of their 4 year cycle to quality assure our judgments.

Results will be shared with you briefly at FGM, but in more depth in Autumn Term, once the official data is released and National comparisons can be made.

**Other assessments used:**

All years have taken part in Comparative Judgment tasks for writing, where they have written independently from a picture stimulus which is then marked anonymously alongside pieces from the same year group from around the country. Currently, over 40,000 children have taken part in this, which gives us a good benchmark against National data. Exemplifications are produced by 'No More Marking' and class teachers are asked to write action plans for those not meeting age related expectations, to help them catch up with their peers.

We have also taken part in Comparative Judgment Trial for Maths, with Year 5. If this is rolled out next year, we would be keen to include this in our assessment armour.

Senior Leaders are determined, from September, to keep acting upon feedback data quickly so that we maintain a culture of **'KEEP UP, NOT CATCH UP'**. Programmes such as **LBQ** (for whom we are now Ambassadors, after being selected for a visit by the company after they were impressed with out 'exceptional usage'), **Reading Plus, Freckle and Accelerated Reader** will remain at the heart of our assessment as they provide the low stakes and immediacy that drives improvement and progress. I am keen to add **CENTURY** to improve our homework offer. A number of schools in Dudley already use this and I have several testimonies at to its impact. Again, it's roots are backed by cognitive science and as it includes English, Maths and Science, will help to keep closing gaps and improving knowledge so that children can build schema to remember more. The programme personalises content to each learner, has automated marking and hence will reduce teacher workload.

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**Are Children Achieving Well? -**
**Year 2 AR Data and Year 2 Statutory Data**

| 2H | Number of children | Star Reader<br>% at or above | Star Maths<br>% at or above |
|---|---|---|---|
| Whole Class | 26 | 27 | 35 |
| Girls | 11 | 27 | 18 |
| Boys | 15 | 27 | 47 |
| PP | 12 | 25 | 23 |
| SEN | 2 | 0 | 0 |
| EAL | 5 | 60 | 100 |

Groups performing well (65%+)
EAL children in Maths

Groups who need support to diminish the gap between them and their peers:
Girls and PP in Maths / All groups in both Maths and Reading in order to close the gap between them and 2G

| Projections for KS 2 SATS | | | |
|---|---|---|---|
| Reading | WTS | EXS+ | GDS |
| | 69% | 31% | 4% |
| Maths | WTS | EXS+ | GDS |
| | 85% | 15% | 0% |

| 2G | Number of children | Star Reader<br>% at or above | Star Maths<br>% at or above |
|---|---|---|---|
| Whole Class | 22 | 64 | 85 |
| Girls | 12 | 58 | 80 |
| Boys | 10 | 70 | 91 |
| PP | 9 | 56 | 64 |
| SEN | 2 | 0 | 100 |
| EAL | 6 | 67 | 75 |

Groups performing well (65%+)
Boys and EAL in Reading / All groups in Maths

Groups who need support to diminish the gap between them and their peers:
Girls, PP and SEN in Reading

| Projections for KS 2 SATS | | | |
|---|---|---|---|
| Reading | WTS | EXS+ | GDS |
| | 36% | 63% | 18% |
| Maths | WTS | EXS+ | GDS |
| | 58% | 42% | 8% |

## Are Children Achieving Well? - Year 3 AR Data

| 3G | Number of children | Star Reader % at or above | Star Maths % at or above |
|---|---|---|---|
| Whole Class | 28 | 39 | 64 |
| Girls | 18 | 39 | 61 |
| Boys | 10 | 40 | 70 |
| PP | 8 | 25 | 50 |
| SEN | 7 | 29 | 57 |
| EAL | 4 | 50 | 75 |

Groups performing well (65%+)
Boys and EAL in Maths

Groups who need support to diminish the gap between them and their peers:
PP and SEN in Reading / PP and SEN in Maths

| Projections for KS 2 SATS | | | |
|---|---|---|---|
| Reading | WTS | EXS+ | GDS |
| | 50% | 50% | 14% |
| Maths | WTS | EXS+ | GDS |
| | 54% | 46% | 7% |

| 3J | Number of children | Star Reader % at or above | Star Maths % at or above |
|---|---|---|---|
| Whole Class | 29 | 55 | 55 |
| Girls | 16 | 50 | 56 |
| Boys | 12 | 62 | 54 |
| PP | 8 | 63 | 75 |
| SEN | 4 | 50 | 50 |
| EAL | 2 | 50 | 50 |

Groups performing well (65%+)
PP in Maths

Groups who need support to diminish the gap between them and their peers:
Girls, SEN and EAL in Reading / All other groups, apart from PP in Maths

| Projections for KS 2 SATS | | | |
|---|---|---|---|
| Reading | WTS | EXS+ | GDS |
| | 45% | 55% | 10% |
| Maths | WTS | EXS+ | GDS |
| | 66% | 34% | 14% |

## Are Children Achieving Well? - Year 4 AR Data

Multiplication Tables Check Results (there is no expected standard threshold for this) . There were 25 questions in the test.
4B— 11/30 scored 25 = 36%
4T— 9/30 scored 25 = 30%

| 4T | Number of children | Star Reader % at or above | Star Maths % at or above |
|---|---|---|---|
| Whole Class | 30 | 73 | 73 |
| Girls | 11 | 73 | 64 |
| Boys | 19 | 74 | 79 |
| PP | 5 | 60 | 60 |
| SEN | 3 | 67 | 67 |
| EAL | 6 | 83 | 83 |

Groups performing well (65%+)
Girls, Boys, SEN and EAL in Reading and Maths

Groups who need support to diminish the gap between them and their peers:
PP in Reading and Maths

| Projections for KS 2 SATS | | | |
|---|---|---|---|
| Reading | WTS | EXS+ | GDS |
| | 23% | 77% | 27% |
| Maths | WTS | EXS+ | GDS |
| | 30% | 70% | 13% |

| 4B | Number of children | Star Reader % at or above | Star Maths % at or above |
|---|---|---|---|
| Whole Class | 29 | 55 | 76 |
| Girls | 14 | 64 | 79 |
| Boys | 15 | 47 | 73 |
| PP | 11 | 55 | 73 |
| SEN | 4 | 0 | 50 |
| EAL | 7 | 43 | 71 |

Groups performing well (65%+)
Girls, Boys, PP and EAL in Maths / EAL and Girls in Reading

Groups who need support to diminish the gap between them and their peers:
SEN in Maths / Boys, PP and SEN in Reading

| Projections for KS 2 SATS | | | |
|---|---|---|---|
| Reading | WTS | EXS+ | GDS |
| | 38% | 62% | 24% |
| Maths | WTS | EXS+ | GDS |
| | 48% | 52% | 17% |

| 5PW | Number of children | Star Reader % at or above | Star Maths % at or above |
|---|---|---|---|
| Whole Class | 27 | 56 | 78 |
| Girls | 12 | 50 | 83 |
| Boys | 15 | 60 | 73 |
| PP | 7 | 57 | 71 |
| SEN | 4 | 50 | 75 |
| EAL | 6 | 50 | 83 |

Groups performing well (65%+)
All in Maths

Groups who need support to diminish the gap between them and their peers:
All in Reading to diminish the gap between the classes.

| Projections for KS 2 SATS | | | |
|---|---|---|---|
| Reading | WTS | EXS+ | GDS |
| | 30% | 71% | 30% |
| Maths | WTS | EXS+ | GDS |
| | 41% | 59% | 7% |

| 5R | Number of children | Star Reader % at or above | Star Maths % at or above |
|---|---|---|---|
| Whole Class | 30 | 57 | 70 |
| Girls | 14 | 50 | 79 |
| Boys | 16 | 63 | 63 |
| PP | 12 | 50 | 58 |
| SEN | 7 | 29 | 71 |
| EAL | 5 | 80 | 80 |

Groups performing well (65%+)
EAL in Reading / Girls, SEN and EAL in Maths

Groups who need support to diminish the gap between them and their peers:
PP in Maths / All groups apart from EAL in Reading

| Projections for KS 2 SATS | | | |
|---|---|---|---|
| Reading | WTS | EXS+ | GDS |
| | 27% | 73% | 10% |
| Maths | WTS | EXS+ | GDS |
| | 60% | 40% | 7% |

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| 6C | Number of children | Star Reader % at or above | Star Maths % at or above |
|---|---|---|---|
| Whole Class | 28 | 68 | 85 |
| Girls | 10 | 80 | 89 |
| Boys | 18 | 61 | 83 |
| PP | 12 | 75 | 91 |
| SEN | 5 | 40 | 80 |
| EAL | 4 | 75 | 100 |

Groups performing well (65%+)
All groups in Maths / Girls, PP and EAL in Reading

Groups who need support to diminish the gap between them and their peers:
Boys and SEN in Reading

| Projections for KS 2 SATS | | | |
|---|---|---|---|
| Reading | WTS | EXS+ | GDS |
| | 29% | 71% | 25% |
| Maths | WTS | EXS+ | GDS |
| | 33% | 67% | 22% |

| 6S | Number of children | Star Reader % at or above | Star Maths % at or above |
|---|---|---|---|
| Whole Class | 24 | 75 | 84 |
| Girls | 11 | 73 | 75 |
| Boys | 13 | 77 | 92 |
| PP | 8 | 50 | 63 |
| SEN | 5 | 40 | 60 |
| EAL | 9 | 100 | 100 |

Groups performing well (65%+)
Girls, Boys, EAL in Reading / Girls, Boys, EAL in Maths

Groups who need support to diminish the gap between them and their peers:
PP and SEN in Reading / PP and SEN in Maths

| Projections for KS 2 SATS | | | |
|---|---|---|---|
| Reading | WTS | EXS+ | GDS |
| | 25% | 75% | 25% |
| Maths | WTS | EXS+ | GDS |
| | 32% | 68% | 16% |

## Key Stage 2 Summary Data: 2022 Data

**ATTAINMENT & ASSESSMENTS**

| Subject | Level | Russells Hall Primary School (2136) Value | Local Authority - Dudley Value | Gap |
|---|---|---|---|---|
| Reading (test), Writing (TA) & Maths (test) | ≥EXS/Exp.Std. | 43.9% | 52.8% | -8.9% |
| | GDS/High Score | 3.5% | 6.0% | -2.5% |
| Reading | ≥Exp.Std. | 71.9% | 70.1% | +1.8% |
| | High Score | 24.6% | 23.9% | +0.7% |
| Writing (TA) | ≥EXS | 43.9% | 66.3% | -22.4% |
| | GDS | 5.3% | 12.5% | -7.2% |
| Maths (test) | ≥Exp.Std. | 71.9% | 65.6% | +6.3% |
| | High Score | 24.6% | 16.7% | +7.9% |

**PROGRESS**

| Subject | Level | Russells Hall Primary School (2136) Value | Local Authority - Dudley Value | Gap |
|---|---|---|---|---|
| Reading | Avg. Prog. Score | -0.9 | -0.9 | 0.0 |
| | Conf. Int. | ±1.6 -2.50 to +0.70 | ±0.2 -1.10 to -0.70 | n/a |
| Writing | Avg. Prog. Score | -5.6 | -0.2 | -5.4 |
| | Conf. Int. | ±1.6 -7.20 to -4.00 | ±0.2 -0.40 to 0.00 | n/a |
| Maths | Avg. Prog. Score | -0.1 | -1.1 | +1.0 |
| | Conf. Int. | ±1.5 -1.60 to +1.40 | ±0.2 -1.30 to -0.90 | n/a |

What are we celebrating?
Our Reading attainment for both expected standard (71.9%) and greater depth (24.6%) are just above LA.

Our Maths attainment for both expected standard (71.9%) and greater depth (24.6%) are well above LA.

The progress score for Reading (-0.9) is equal to LA

The progress score for Maths (-0.1) is above LA

What needs developing?
Our RWM attainment is well below LA for both EXS (43.9%) and GDS (3.5%)

Writing attainment for both Expected standard (43.9%) and GDS (5.3%) are significantly below LA. Russells Hall were moderated by the LA this year. Writing during lockdowns was the hardest subject to teach remotely and these results show the gaps that resulted.

Are Children Achieving Well?
Year 1 Phonics Check
End of Year Review

Year 1 Phonics Screening Result Comparison and Progress
including 2022 Phonics Screen Score - 1M

Pass Percentage 1M – 76.6 % (23/30)
Year Group Pass Percentage – 73% (44/60)

Are Children Achieving Well?
Year 1 Phonics Check
End of Year Review

## Challenge 4: More frequent behaviour difficulties

|  | Total Incidents | Number of children | Children with existing school/agency intervention | Classroom incidents | Playground incidents | Location not specified | Boys | Girls |
|---|---|---|---|---|---|---|---|---|
| January | 83 | 37 | 27 | 18 | 30 | 35 | 78.3% | 21.7% |
| February | 104 | 49 | 28 | 28 | 36 | 54 | 75.9.9% | 24.1% |
| March | 188 | 73 | 38 | 39 | 61 | 88 | 67% | 33% |
| April | 75 | 40 | 25 | 14 | 24 | 37 | 65.3% | 34.7% |
| May | 165 | 71 | 45 | 31 | 54 | 80 | 68% | 32% |
| June | 79 | 37 | 28 | 10 | 32 | 37 | 63.3% | 36.7% |

- Logged in any of these categories: Behaviour

| Category | Number of Incidents per Student Class | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
|  | R Hemming/Wilke | Rec Moore | 1 Britton | 1 Moore | 2 Godsil | 2 Harbach | 3 Gibbs | 3 Jones | 4 Banfield | 4 Thompson | 5 Pritchard/Web | 5 SRidley | 6 Clayton | 6 Saul |
| Behaviour | 27 | 38 | 24 | 12 | 151 | 74 | 93 | 69 | 49 | 61 | 13 | 32 | 11 | 33 |
| Totals (unique) | 27 | 38 | 24 | 12 | 151 | 74 | 93 | 69 | 49 | 61 | 13 | 32 | 11 | 33 |

## Challenge 5 : Attendance and Punctuality issues

# Attendance data

| | Sept 2021 | Oct 2021 | Nov 2021 | Dec 2021 | Jan 2022 | Feb 2022 | March 2022 | Apr 2022 | May 2022 | June 2022 | July 2022 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Overall percentage attendance - with EYFS | 93.82 | 92.89 | 91.85 | 89.45 | 85.62 | 90.80 | 91.29 | 90.94 | 92.39 | | |
| Percentage of pupils with less than 90% attendance ( Persistent Absence) | 21.27 | 25.25 | 25.73 | 30.3 | 42.93 | 27.87 | 28.71 | 22.28 | 27.78 | | |
| Attendance - girls (189) | 93.93 | 93.55 | 91.17 | 90.56 | 86.0 | 91.02 | 91.63 | 91.0 | 92.08 | | |
| Attendance - boys (219) | 93.73 | 92.32 | 92.45 | 88.49 | 85.63 | 90.60 | 91.18 | 90.88 | 92.66 | | |
| Attendance -SEN Code E (15) | 86.81 | 77.9 | 75.91 | 77.12 | 66.30 | 74.95 | 79.71 | 81.31 | 84.9 | | |
| Attendance - SEN Code K (60) | 93.25 | 91.15 | 90.91 | 84.86 | 83.15 | 87.67 | 89.16 | 88.15 | 90.9 | | |
| Attendance - Pupil Premium (91) | 92.05 | 90.05 | 90.61 | 83.09 | 82.99 | 86.64 | 89.01 | 87.76 | 90.77 | | |
| Attendance - LAC (4) | 100 | 100 | 100 | 90.91 | 94.74 | 92.86 | 100 | 100 | 93.42 | | |
| Attendance - EAL (77) | 90.23 | 92.24 | 93.69 | 92.17 | 87.39 | 89.44 | 93.09 | 93.12 | 92.31 | | |
| Attendance without EYFS (408) | 93.54 | 93.24 | 91.74 | 88.58 | 85.93 | 90.81 | 91.28 | 90.63 | 92.73 | | |
| National Attendance | 92.6 | 88.2 | 89.3 | 88.9 | 87.4 | 89.5% | 89.7% | 89.1% | 89.4% | | |