**Rudston Primary School Pupil premium strategy statement**

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| 1. **Summary information** | | | | | |
| **School** | Rudston Primary School | | | | |
| **Academic Year** | 2020-2021 | **Total PP budget** | £75,272 | **Date of most recent PP Review** | September 2020 |
| **Total number of pupils** | 423 | **Number of pupils eligible for PP** | 46 | **Date for next internal review of this strategy** | September 2021 |

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| 1. **Current Attainment** | | |
|  | ***Pupils eligible for PP (your school) %*** | ***Pupils not eligible for PP %*** |
| % meeting expected standard in RWM at end of KS2 | NA | NA |
| % meeting expected standard in reading at end of KS2 | NA | NA |
| % meeting expected standard in writing at end of KS2 | NA | NA |
| % meeting expected standard in maths at end of KS2 | NA | NA |
| % meeting expected standard in reading at end of KS1 | NA | NA |
| % meeting expected standard in writing at end of KS1 | NA | NA |
| % meeting expected standard in maths at end of KS1 | NA | NA |
| % attaining GLD at end of EYFS | NA | NA |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | | |
| **In-school barriers** *(issues to be addressed in school, such as poor oral language skills)* | | | | |
|  | | Children have missed several months of teaching and learning. Despite remote learning throughout lockdown, there is a clear disparity between engagement and participation levels. | | |
|  | | Pupils who are eligible for PP can lack the wide range of educational and enriching experiences that those who are not eligible have, including access to blended learning opportunities | | |
| **C.** | | A proportion of PPG children have families which are vulnerable or suffer from ill health, affecting attainment levels, attendance and engagement | | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | | |
| **D.** | | Percentage attendance for disadvantaged pupils is below that of the non-disadvantaged pupils. Limit the impact of deprivation on disadvantaged pupils’ opportunities, including possessing uniform and equipment and participating in school trips. | | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Quality of teaching for all - To develop a robust “catch up” curriculum that addresses and meets the needs of all disadvantaged pupils. | | Gap analysis and use of O Track by class teachers and subject leaders to identify missed learning due to COVID- 19.  Initially, implementation of Recovery Curriculum in September 2020 to be PSHE based – catering for SEMH. Catch up curriculum to focus on previous learning missed with a particular emphasis on core content and skills.  Robust Assessment and Data Evaluation leading to targeted intervention (O Track, Pupil Progress Reviews, NFER, White Rose Maths, Book sharing, Learning Walks  Relevant CPD and training - INSET days and staff meeting.  All teachers to be aware of PPG children in their class |
|  | Targeted support - To implement effective interventions to support disadvantaged pupils catch up on missed learning in order to close the gap amongst peers and accelerate progress. | | Use of catch-up programmes and interventions that are proven effective - that include assessments and targeted support  Where appropriate, continued access to remote learning and Chromebooks in the home setting.  Support to purchase uniform, care parcels. Packed lunch provision during isolation, bubble closure or whole school closure.  Financial support for trips to enhance academic, personal and social development  Continued use of immediate feedback and marking within lessons, staff to be aware of PPG children and target these.  Involvement of external agencies where appropriate.  Additional interventions provided by the SENCO, Curriculum Lead, Maths Lead and Learning and wellbeing mentor– targeting children across the school. |
|  | Other approaches - Staff to continue ensuring that the emotional wellbeing of vulnerable children, who are PPG, is met in an inclusive and or nurturing way. This is so that PPG’s attendance and punctuality increases in line with their peers. | | Learning and wellbeing mentor to support with attendance, punctuality, behaviour, routines etc...  Purchase of Attendance related advice and support from EWO/SIL.  Nurture group, for selected PPG children to address social skills, communication and anxieties.  Where appropriate, additional meals and snacks provided, to ensure a healthy diet. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020-2021** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **Quality of teaching for all** | | | | | |
| **Desired outcome** | **Chosen action / approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Accelerated learning for PP children to diminish difference from cohort. Demonstrating skills that they are Year Group ready | Targeted intervention of children highlighted ‘at risk’  **£3000** | Previous impact of interventions and pre and post teaching | Learning walks, lesson observations, data tracking, book monitoring, planning samples | WW & AM | Termly |
| Implementation of recovery Curriculum for all children with clear focus on PPG children to ensure SEMH needs are meet post lockdown | Whole school Recovery Curriculum in place for term 1.1 and extended if required  **£2000** | EEF research following national lockdown | Learning walks, lesson observations, data tracking, book monitoring, planning samples | AM  Phase leaders  Class teachers | Half termly |
| Improved Quality first teaching to ensure all work is suitably differentiated and challenging to meet the needs of all learners | Targeted intervention of children highlighted ‘at risk’  All lessons are differentiated – staff meetings, phase reports, learning walks, lesson observations  **£20000** | Withdraw from lesson for small group intervention and group work can reduce pupil self-esteem and attitude to learning.  Following National lockdown high quality first teaching is required to remove gaps in learning | Learning walks, lesson observations, data tracking, book monitoring, planning samples | WW  AM  Phase Leaders  Class teachers  LSPs | Half Termly |
| To ensure staff have an understanding of what ARE and greater depth looks like in core areas | Access to effective program of CPD  **£3000** | Teachers have the confidence to assess children’s attainment at Are and GD | Teacher Assessment  Data | SLT | Termly |
| Provision of specialist teaching for Spanish, art, PE, science | Additional access to additional provision to raise engagement and attitude to learning for PP children  **£10000** | Pupils’ horizons will be broadened  and they will learn more about  culture, history and geography and personal talents and strengths | Pupil voice, Learning walks, Attendance records | JK, AS, JL, AM, EE | Termly |
| Diminish the difference between PP and cohort and PP and National other in RW | O Track is used effectively to highlight children at risk of not achieving ARE or making expected progress and appropriate support Implement quickly to diminish the difference  **£4000** | Gaps identified in formative assessment allow for precisely targeted teaching to remedy these. | Half termly data analysis | WW  AM  Phase leaders | Termly |
| **Total budgeted cost** | | | | | £50000 |
| 1. **Targeted support** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| All children have equal access to blended learning in the event of self-isolation, bubble closure or full lockdown | Purchase of technology to support progress  **£4000** | Parental questionnaires highlighted lack of access to technology for some PPG children at home | Progress of pupils will be checked half-termly using O Track  Analysis of blended learning engagement | WW  AM | Half Termly |
| Targeted intervention | Booster Programmes,  targeted intervention and challenge programmes.  - Timestables  Rockstars  - Bug Club  - Spelling shed  - maths shed  - Toe by Toe  **£2000** | Data trends showed gaps in writing resulted from low spelling outcomes for Pupil premium and other pupil groups.  Spelling shed and other focused intervention programs to be purchased to track and develop attainment and progress in this area.  Intervention to be delivered by LSPs and encouraged use in class and at home. | Track progress using O Track and engagement in home learning | AM  WW | Termly |
| Improved attendance of PP children | EWO meetings  Attendance incentives  **£1000** | High number of PP children have lower attendance and punctuality rate | Analysis of attendance | TS  WW  EWO | Termly |
| Improves attitude to learning and improved communication skills | Social and emotional intervention groups  **£2000** | Pupils benefit from working with  others and being introduced to a variety of experiences. | Pupil voice | AM | Half Termly |
| **Total budgeted cost** | | | | | £8000 |
| 1. **Other approaches** | | | | | |
| **Desired outcome** | **Chosen action/approach** | **What is the evidence and rationale for this choice?** | **How will you ensure it is implemented well?** | **Staff lead** | **When will you review implementation?** |
| Stepping Forward programme | Support for social, emotional and mental health of PP children to support full engagement and access to learning  **£3000** | Pastorally, pupils and families were supported which enabled pupils to be ‘ready to learn’. | Pupil Voice  Parental questionnaires  Reduction in number of children accessing support | PC | Termly |
| Educational trips and visitors | **£10000** | Pupils benefitted from these experiences that they may not have experienced otherwise.  Opportunities to access enrichment experiences will be extended. | Reviewing programme of trips and attendance. | SK, TS, WW | Termly |
| Access to after school clubs for PP children | **£2000** | Promoting well-being through exercise is evidenced to impact on achievement in the classroom as well as enhancing social skills. | Analysis to after school club uptake | SK  WW | Termly |
| Improved attendance for PP children | Whole school attendance strategies – Mr Potato Head, class rewards, individual prizes, attendance rewards  **£500** | High number of PP children have lower attendance and punctuality rate | Analysis of attendance | TS  WW  EWO | Termly |
| Improved social and emotional outcomes for PP children | Individual interventions as required  **£5000** | Improved mental health to support engagement and access to learning | Pupil voice  CPOMS monitoring | WW  AM | Termly |
| Contribution towards school uniform for PP children | **£1000** | Friendly and confidential support will be offered to families who require our assistance with providing uniform for their children to come to school.  Research has shown that children who come to school well prepared and clothed appropriately are more likely to achieve. |  | Office staff will approach families who  require support to provide uniform  from our supplier. | Ongoing |
| Provision of care packages and packed lunches in case of self-isolation, bubble closure or full school closure | **£5000** |  |  | WW |  |
| **Total budgeted cost** | | | | | £81000 |