

Pupil Premium Strategy 2020/2021 – Rugby Free Primary School

Summary Information 2020/2021							
Academic Year	2020/2021	Estimated Total PP budget	£37,660	Estimated Total PP Spend	£44,666		
Total number of pupils	361	Estimated Total number of PP pupils	43 (12%)	PP strategy review	July 2021		
Additional Information							
Number of PP pupils with SEND	6	Number of PP Pupils who have EAL	9	Number of PP pupils who are More Able	7	Number of Pupils who are Looked After	5
Barriers to achievement for PP pupils (Attainment and Progress)							
<i>In school barriers (Issues to be addressed in school)</i>							
A	Some children beginning school with us have low speech and language skills including difficulties with pronunciation (x3 in Rec)						
B	Poor behaviour for learning (attitude and motivation) is hindering the potential achievement of some of our PP children and not allowing them to reach their full potential academically (x2 in Y1, x5 in Y2, X4 in Y5). Other children are hindered by a lack of confidence in school or their social and emotional needs are preventing them from focussing on their learning (x1 in Y1, x4 in Y3 and x6 in Y4).						
C	PP pupils are achieving less well than their peers in phonics (x6 children in Y1 and x5 children in Y2) and will need additional support to meet the required standard for the phonic screening check. Three PP children in Year 3 also need additional phonic and reading support as they missed a significant amount of teaching time during lockdown.						
D	General academic attainment and progress towards learning goals was lower for most PP children than their non-PP peers in school last year though we only have limited data due to lockdown. These children already have gaps in their learning which will have been accentuated because of school closure between March and July 2020. We want these children to make accelerated progress during this academic year.						
E	High attaining pupils need support to reach their potential. Pupil progress meetings have shown that some children who have previously attained highly are at risk of not maintaining levels of attainment as they move through the school (x3 in Y1, x 1 in Y4 and x3 in Y5)						

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
F	For some PP children, parental engagement with school is more limited than it is for non-PP children. Attendance rates are slightly lower 95.91% compared to 96.92% for non PP pupils. There are notable pockets of lateness being an issue for some PP children. Only 44% of Pupil Premium pupils have attended at least one after school Enrichment club this year (compared to 57% of non PP pupils) despite this being subsidised with PP funding. All parents of PP children attended parent's evening last year but attendance at workshops was lower at 74%. Only 7 out of 17 eligible PP children accessed subsidised individual music lessons.
G	Financial barriers - Lack of resources at home, inability to fund school uniform and pay for educational visits for FSM and Ever 6 children. Not as much as a barrier for some LAC, however, parents appreciate the support and some take this financial support up.

Outcomes		
	Desired Outcomes	Success Criteria
A	Improved speech and language skills for children in EYFS.	Well-chosen interventions and specialist support for children with SEND results in a measurable improvement in attainment in the Speaking and Listening strand of the EYFS.
B	Learners will become more engaged with their learning resulting in better levels of attention in class. Children struggling with confidence and social / emotional issues will be nurtured and supported to reduce levels of anxiety allowing them to become more resilient learners who challenge themselves.	Teacher questionnaires and pupil voice exercise will show an improvement in well-being. School councillor will run individual sessions to support those with a high level of need. Family support worker will run nurture groups to improve the well-being of this group. Learning mentors / tutors will meet regularly with specific individual children, giving them time to reflect on their successes and promoting engagement with learning. All staff will be trained in 'Attachment Theory' in the Autumn term during two twilight sessions (run by our link Educational Psychologist) and a further training session run by SLT. Strategies can be utilised during the year.

C	Children in Y2 (Autumn term) and Y1 (Summer term) will pass the phonic screening check. If individuals are not yet working at this level, they will make measurable progress. Children in Y3 who still need phonic teaching will make measurable progress over the first term and the rest of the year if support is still needed.	High quality phonic teaching which is consistently good or outstanding. Training in using 'Read, Write, Inc' resources and strategies in place early in the Autumn term along with model lessons and supportive observations to ensure staff feel confident delivering phonics. Targeted intervention groups to support PP children to make measurable progress.
D	PP children will make accelerated progress during the year in order to move closer to achieving in line with their non-PP peers across the curriculum.	Strong relationships established between teachers and children/parents at the beginning of the year which will allow learners to thrive. High quality wave 1 teaching. Individual tutoring, targeted and specific interventions (including precision teaching) and after school learning clubs will support PP children to make accelerated progress during the year. PP children will be given priority in intervention planning.
E	High attaining PP pupils will be working above ARE (age related expectations) across the curriculum where they have the capability to do so.	Pupil progress meetings, book looks and assessment data will show this group of children are being challenged in lessons. Teachers will understand how to challenge these children and support them within lessons.
F	PP children will be well supported by parents and will attend school on time. An equal number of PP children (as non PP children) will attend enrichment clubs and music lessons if these become available again. An equal number of parents will attend workshop events.	Attendance of PP children will be in line with non-PP children and above national averages. When possible (depending on Covid-19) children will have access to music lessons and enrichment clubs with an expectation of attendance. All PP children will attend at least 1 additional enrichment opportunity a year to further their life aspirations. Some PP children will be targeted in school time for enrichment activities run by teachers e.g. sports / robotics.
G	For all PP pupils to have some additional educational resources at home, appropriate school uniform and the same opportunities to take part in Educational Visits.	PP children come to school appropriately dressed in school uniform, use resources provided and take part in Educational Visits 100% of the time.

Planned expenditure

(We currently only receive funding of £37,660 due to the funding formula being based on the previous year's census and therefore not recognising pupil premium pupils in our Reception cohort or those new to our school in Years 1 to 5. However, we are committed to supporting these children and therefore will match the shortfall in funding.)

Academic year **2020/21**

The three headings below enable RFPS to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and Review
<p>B. Learners will become more engaged with their learning resulting in better levels of attention in class. Children struggling with confidence and social / emotional issues will be nurtured and supported to reduce levels of anxiety allowing them to become more resilient learners who embrace challenge.</p>	<p>Lessons will be engaging and stimulating utilising manipulative and visual resources. Power of Reading, White Rose Maths and Cornerstones in use throughout the school. Focus on high levels of engagement through memorable experience days and a knowledge rich curriculum. Teachers will be supported through training if new to year group or if they require particular CDP.</p>	<p>A key strategy in improving listening and attention is to make learning experiences engaging and enjoyable. Providing varied experiences during lessons improves focus.</p>	<p>Learning Walks Monitoring curriculum planning Book scrutinies. Staff feedback from training</p>	<p>KSh & NS</p>	<p>£500 CPD £300 New to year group £ 500 NQT training</p>
	<p>All staff (teachers and TAs) will receive three twilight training sessions provided by our link Educational Psychologist, Lauren Conor in Attachment Theory.</p>	<p>Attachment awareness training is aimed at helping schools to recognise the anxiety and trauma experienced by those children with insecure attachments. Understanding the needs of children with insecure attachments will enable staff to understand</p>	<p>Staff questionnaires There should be a decrease in the number of incidences logged on C-Poms.</p>	<p>KSh</p>	<p>£ £400 (Education Psychology Service) £100 DHT training</p>

		that: 'every relationship has the power to confirm or challenge everything that has gone before'. (Dan Hughes and Louise Bomber). Developing strategies to support children with attachment difficulties will help staff to support pupils in improving behaviour for learning, overall wellbeing and ultimately attainment.			
C. Children in Y2 (Autumn term) and Y1 (Summer term) will pass the phonic screening check. If individuals are not yet working at this level, they will make measurable progress. Children in Y3 who still need phonic teaching will make measurable progress over the first term and the rest of the year if support is still needed.	<p>To have in place a highly consistent and systematic phonic teaching approach across all year groups.</p> <p>To ensure this by implementing training for all staff (teachers and TAs) in September. Individual model lessons and supportive observations will ensure the quality and consistency of phonic teaching.</p> <p>Additional individualised training and support for NQTs.</p> <p>Phonetically decodable home reading books well matched to the children's reading levels.</p>	<p>'Read Write Inc' is a phonics programme endorsed by the DFE and proven to significantly impact reading outcomes for children. There is a need to ensure that the delivery of Wave 1 phonic teaching is more consistent and focussed. Some teachers are new to year group and need training in these approaches.</p> <p>The Education Endowment Fund states: 'Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read</p>	<p>Learning walks and supportive lesson observations.</p> <p>Monitor the outcome of regular half termly assessments using 'RWI' materials.</p>	<p>MB & KSh</p> <p>MB & KSh</p> <p>NS & KSh</p> <p>CC</p>	<p>Training costs £500</p> <p>Resources (posters, home learning books) £416</p> <p>Built into NQT support</p> <p>Leadership time £300</p>

<p>D. PP children will make accelerated progress during the year in order to move closer to achieving in line with their non-PP peers across the curriculum.</p>	<p>Timely assessments, close to the beginning of the school year to get an accurate picture of children's current attainment and the impact of lockdown.</p> <p>NQTs and RQTs entering the profession will be given an increased level of support.</p>	<p>It was impossible to make accurate assessments of the children's attainments at the end of the previous academic year. We need to know the impact that lockdown has had on our children's academic level and where they have gaps in their knowledge.</p> <p>The Education Endowment Fund's report into the attainment gap (2018) between disadvantaged and non-disadvantaged pupils concluded that 'one factor – the quality of teaching in formal education – holds huge potential in reducing, and in some cases even eliminating, the attainment gap'.</p> <p>NQT's and RQTs had their training and probationary years interrupted last year due to partial school closure during the Covid-19 pandemic. Additional levels of support will be needed to ensure any gaps in their knowledge are filled and that they can become confident teachers. From 2021, NQTs will be part of the 'Early Career Framework – a two year support programme for newly qualified teaching staff. The EEF state that 'this has the potential to improve the retention and skills of the teacher workforce significantly'. At RFPS we believe a higher level of support is needed now.</p>	<p>Planning will be based on these assessments. The formative assessments teachers make as they work with the children will continually influence planning.</p> <p>Weekly NQT time NQT training programme (Hillmorton Teaching School) Fortnightly RQT time Additional supportive observations and CPD. Subject co-ordinator mentors for RQTs new to subject leadership.</p>	<p>RB NS, KSh</p> <p>RB, KSh, NS</p>	<p>No cost</p> <p>2 afternoons per week DHT wage £3900</p>
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<p>E. High attaining PP pupils will be working above ARE (age related expectations) across the curriculum where they have the capability to do so.</p>	<p>Children will be challenged and stretched in high quality wave 1 lessons.</p>		<p>Monitoring planning, learning walks and book scrutinies to ensure expectations and levels of challenge are high for this group.</p>	<p>KS</p>	<p>Monitoring costs £600</p>
<p>Total budgeted cost</p>					<p>£7516</p>

ii. Targeted support

Desired outcome	Chosen action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and Review
A. Improved speech and language skills for children in EYFS.	Use of Wellcomm Screening in Reception	Wellcomm Early Years enables you to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment. Wellcomm screening has impressive results in improving children's speech and language skills. Screening in Lancaster Children's Centres, 'resulted in a 27% increase in children who screen at the right level for their age in just eight months, after appropriate interventions' (Wellcomm – Lancaster research project).	<p>Observations of the programme in action to ensure it is being delivered well.</p> <p>Close monitoring of interventions, monitoring documents and provision maps.</p> <p>Wellcomm assessment tool and Development Matters used to monitor if children are making progress. If children are not making the progress necessary, refer to SALT.</p>	<p>KSw, monitored by KSh</p> <p>KSh</p> <p>KSh</p>	Intervention support 2 afternoons of TA time per week £1950 (4hours)
	Specialist Teaching Service and other specialist external agencies to support those children with specific SEND providing advice and direction to school staff.	Some children working in the EYFS have complex and specific SEND which need specialist input and guidance.	Monitor that advice is being acted upon and is making a difference to the development of this group of children.	EH & KSh	

<p>B. Learners will become more engaged with their learning resulting in better levels of attention in class. Children struggling with confidence and social / emotional issues will be nurtured and supported to reduce levels of anxiety allowing them to become more resilient learners who challenge themselves.</p>	<p>School councillor will run individual sessions to support those with a high level of need.</p> <p>Family support worker will run nurture groups to improve the well-being of this group.</p> <p>Learning mentors / tutors will meet regularly with some individual children, giving them time to reflect on their successes and promoting engagement with learning.</p>	<p>Many children have significant social, emotional or behavioural needs. Some have ongoing home issues and some lack confidence. All these factors can result in high levels of emotional need, lack of resilience and poor mental well-being.</p>	<p>Senior leaders to monitor the quality of provision.</p> <p>Teacher questionnaires will show an improvement in children’s mental health and wellbeing.</p> <p>Pupil voice – children will feel more confident about their learning and be more resilient learners.</p>	<p>RB, KSh</p>	<p>£5460 (School councillor)</p> <p>£11,000 (4 hours per day FSW wage)</p> <p>2x afternoons DHT wage £3900 DHT after school tutor sessions £1950</p>
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<p>C. Children in Y2 (Autumn term) and Y1 (Summer term) will pass the phonic screening check. If individuals are not yet working at this level, they will make measurable progress. Children in Y3 who still need phonic teaching will make measurable progress over the first term and the rest of the year if support is still needed.</p>	<p>Small, targeted group interventions and individual tutoring sessions to be run from the Autumn Term.</p> <p>All staff (including TAs to be trained in the use of Read, Write Inc materials)</p>	<p>60% of our Y1 PP children were on track to pass the phonic screening check in the Summer term of 2020. This is below the national average.</p> <p>Children currently in Y3 missed a significant amount of the phonic teaching which would have taken place in Y2 due to national lockdown.</p>	<p>Monitoring quality of interventions</p> <p>Close and frequent monitoring of children's progress using assessment data.</p>	<p>KSh, MB</p>	<p>Intervention support 2 afternoons of TA time per week £1950 (approximately 4 hours)</p>
<p>D. PP children will make accelerated progress during the year in order to move closer to achieving in line with their non-PP peers across the curriculum.</p>	<p>Individual tutoring, after school learning clubs, targeted and specific interventions (including precision teaching) will support PP children to make accelerated progress during the year. PP children will be given priority in intervention planning.</p>	<p>A high level of PP children are not achieving in line with peers and not making expected rates of progress.</p> <p>Evidence based success of interventions such as precision teaching in raising attainment. Precision Teaching applied within a classroom setting has proven to increase reading ability, maths skills, and improving academic interventions overall for example in studies such as Chiesa and Robertson (2000).</p>	<p>Monitor that interventions are being carefully selected to match need.</p> <p>Monitoring that the needs of PP children are being prioritised so they can bridge gaps in their learning.</p> <p>DHT to monitor quality of interventions across the school and ensure the correct children are accessing support.</p> <p>DHT to review impact termly and % of children bridging attainment gap.</p>	<p>KSh</p>	<p>5x hours tutor wage (Jan – July) £2240</p>

Total budgeted cost	£30,450
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iii. Other approaches

Desired outcome	Chosen action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and Review
F. PP children will be well supported by parents and will attend school on time. An equal number of PP children (as non PP children) will attend enrichment / learning clubs and music lessons if these become available again. An equal number of parents will attend workshop events.	<p>Phone calls to parents whose attendance dips below 90% or who are regularly late. Family support worker to engage with families with low levels of engagement.</p> <p>Letters written to parents encouraging children to take part in enrichment clubs, music lessons and for parents to attend parent workshops</p> <p>Some children will be targeted in school time to take part in enrichment activities lead by teachers e.g. sport / robotics.</p>	<p>Parental engagement results in increased ambition and improved outcomes.</p> <p>Creating a positive relationship between school and home leads to increased attendance rates.</p> <p>In school enrichment activities will give further opportunities to target children who may miss out on after school provision, increasing life ambitions and increasing cultural capital.</p> <p>We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils' attainment and</p>	<p>Monitoring attendance data. Challenge and act if attendance drops.</p> <p>Timetable events for best impact and to support the attendance of parents and carers.</p> <p>Senior leaders on the school gate to build relationships and rapport.</p> <p>Letters to be short to support accessibility.</p>	<p>KSh, RB</p> <p>CV</p> <p>RB, KSh, NS</p> <p>KSh</p> <p>Admin and Finance Manager</p>	<p>Music lessons £1500</p> <p>Teacher wage 2hrs per week (Oct – July) £1700</p>

		it is this link that EEF is particularly interested in.			
G. For all PP pupils to have some additional educational resources at home, appropriate school uniform and the same opportunities to take part in Educational Visits.	<p>School uniform (displaying the school logo) and educational visits to be paid for all PP children.</p> <p>Resources bought for PP pupils on need basis e.g. phonics flash cards, story books, maths games.</p>	<p>Some PP parents would struggle financially to purchase the RFPS uniform. To ensure children are wearing the correct uniform and that self-esteem is not affected, school will pay for it.</p> <p>Several PP children do not have many resources to help aid their learning at home. Resources purchased must be specific to need.</p>	<p>Ensure all PP parents know this offer is available.</p> <p>Ask PP parents / pupils how they are using the resources at home.</p>	<p>KSh</p> <p>Admin and Finance Manager</p>	<p>Uniform and educational Visits</p> <p>£3000</p> <p>Resources £500</p>
Total budgeted cost					£6700