

July 2021

Pupil Premium Report



Rugby Free

Primary School

Number of pupils and pupil premium pupils

Total number of pupils on roll	360
Number of children who receive Pupil Premium Grant	49 (14%)

Context of Pupil Premium pupils

- 26 girls, 23 boys
- Reception = 6, Y1 = 11, Y2 = 8, Y3 = 7, Y4 = 7, Y5 = 10
- Previously LAC = 5, FSM = 42, Forces children = 2
- 12 out of 49 have Special Educational Needs and/or disabilities (SEND). 4 have significant SEND/ESBD and EHCP assessments.
- Three children have a named social worker. 4 children are part of the Early Help Pathway or families are about to embark on this process.
- 31 out of 49 of our PP children are from split families. Of the 18 children in receipt of PP funding living with both parents in the same house, 4 are previously LAC.
- In addition to these numbers, 2 looked after children on roll can access Pupil Premium + funding.

Attainment and Progress

EYFS:

Reception Attainment at CP6 (% at or above expected standard)

	LAA	UND	SPE	MAH	HAC	SCA	MFB	MRE	REA	WRI	NUM	SSM	PAC	WOR	TEC	EMM	IMA
Pupil Premium	50%	50%	50%	50%	50%	67%	67%	83%	33%	17%	50%	50%	67%	67%	83%	67%	67%
All	73%	87%	85%	92%	92%	90%	88%	90%	77%	70%	85%	83%	88%	88%	95%	92%	90%

Reception Progress from baseline to CP6 (% making expected +/- progress)

	LAA	UND	SPE	MAH	HAC	SCA	MFB	MRE	REA	WRI	NUM	SSM	PAC	WOR	TEC	EMM	IMA
Pupil Premium	100%	100%	100%	100%	100%	100%	100%	100%	83%	83%	100%	83%	83%	83%	83%	100%	83%
All	82%	87%	92%	90%	93%	90%	87%	88%	85%	72%	85%	87%	87%	95%	95%	85%	72%

Whole cohort achieving GLD: 53%

Children in receipt of PP achieving GLD: 17%

EYFS - National Picture (2019)

71% of all EYFS children nationally achieved a good level of development.

57% of EYFS children nationally eligible for free school meals achieved a good level of development.

Year 1

DATA SNAPSHOT YEAR 1:	Aut	Spr	Sum		National Average (2019)
Attainment	72%	68%	66%	Year 1: % attaining expected or above in Reading	75%
	70%	50%	40%	Year 1: % PP attaining expected or above in Reading	62%
	66%	68%	63%	Year 1: % attaining expected or above in Writing	69%
	60%	40%	40%	Year 1: % PP attaining expected or above in Writing	55%
	85%	92%	80%	Year 1: % attaining expected or above in Maths	76%
	70%	60%	60%	Year 1: % PP attaining expected or above in Maths	62%
75% of children in receipt of PP funding passed the phonic screening check in the Autumn term of Year 2					

	Aut	Spr	Sum	
Progress	-	85%	83%	Year 1: % making expected or above progress in Reading
	-	70%	80%	Year 1: % PP making expected or above progress in Reading
	-	87%	83%	Year 1: % making expected or above progress in Writing
	-	80%	70%	Year 1: % PP making expected or above progress in Writing
	-	92%	95%	Year 1: % making expected or above progress in Maths
	-	80%	90%	Year 1: Pupil Premium bands progress in Maths

Year 2

DATA SNAPSHOT Year 2:	Aut	Spr	Sum		National Average (2019)
Attainment	52%	53%	58%	Year 2: % attaining expected or above in Reading	75%
	0%	0%	0%	Year 2: % PP attaining expected or above in Reading	62%
	53%	48%	53%	Year 2: % attaining expected or above in Writing	69%
	0%	0%	0%	Year 2: % PP attaining expected or above in Writing	55%
	50%	52%	63%	Year 2: % attaining expected or above in Maths	76%
	0%	13%	25%	Year 2: % PP attaining expected or above in Maths	62%

	Aut	Spr	Sum		
Progress	82%	70%	88%	Year 2: % making expected or above progress in Reading	
	63%	63%	75%	Year 2: % PP making expected or above progress in Reading	
	87%	60%	90%	Year 2: % making expected or above progress in Writing	
	88%	13%	88%	Year 2: % PP making expected or above progress in Writing	
	90%	75%	87%	Year 2: % making expected or above progress in Maths	
	75%	63%	88%	Year 2: % PP making expected or above progress in Maths	

End of Key Stage 1 – National Picture

In reading, 75% of pupils met the expected standard in 2019.

In maths, 76% met the expected standard in 2019.

In writing, 69% of pupils met the expected standard in 2019.

Year 3

DATA SNAPSHOT Year 3:	Aut	Spr	Sum		National Average (2019)
Attainment	52%	38%	46%	Year 3: % attaining expected or above in Reading	73%
	0%	0%	0%	Year 3: % PP attaining expected or above in Reading	62%
	35%	32%	44%	Year 3: % attaining expected or above in Writing	78%
	14%	14%	14%	Year 3: % PP attaining expected or above in Writing	68%
	50%	43%	56%	Year 3: % attaining expected or above in Maths	79%
	0%	0%	0%	Year 3: % PP attaining expected or above in Maths	67%

	Aut	Spr	Sum	
Progress	93%	50%	92%	Year 3: % making expected or above progress in Reading
	86%	14%	71%	Year 3: % PP making expected or above progress in Reading
	90%	48%	85%	Year 3: % making expected or above progress in Writing
	57%	43%	43%	Year 3: % PP making expected or above progress in Reading
	93%	58%	95%	Year 3: % making expected or above progress in Maths
	71%	14%	100%	Year 3: % PP making expected or above progress in Maths

Year 4

DATA SNAPSHOT Year 4:	Aut	Spr	Sum		National Average (2019)
Attainment	62%	45%	65%	Year 4: % attaining expected or above in Reading	73%
	29%	14%	29%	Year 4: % PP attaining expected or above in Reading	62%
	33%	18%	57%	Year 4: % attaining expected or above in Writing	78%
	0%	0%	0%	Year 4: % PP attaining expected or above in Writing	68%
	66%	63%	63%	Year 4: % attaining expected or above in Maths	79%
	43%	43%	43%	Year 4: % PP attaining expected or above in Maths	67%

	Aut	Spr	Sum	
Progress	87%	70%	92%	Year 4: % making expected or above progress in Reading
	57%	57%	86%	Year 4: % PP making expected or above progress in Reading
	85%	35%	90%	Year 4: % making expected or above progress in Writing
	57%	14%	57%	Year 4: % PP making expected or above progress in Writing
	92%	72%	93%	Year 4: % making expected or above progress in Maths
	71%	71%	86%	Year 4: % PP making expected or above progress in Maths

Year 5

DATA SNAPSHOT Year 5:	Aut	Spr	Sum		National Average (2019)
Attainment	71%	63%	69%	Year 5: % attaining expected or above in Reading	73%
	60%	60%	60%	Year 5: % PP attaining expected or above in Reading	62%
	58%	53%	62%	Year 5: % attaining expected or above in Writing	78%
	50%	50%	50%	Year 5: % PP attaining expected or above in Writing	68%
	63%	68%	56%	Year 5: % attaining expected or above in Maths	79%
	50%	50%	60%	Year 5: % PP attaining expected or above in Maths	67%

	Aut	Spr	Sum	
Progress	95%	68%	98%	Year 5: % making expected or above progress in Reading
	90%	70%	100%	Year 5: % PP making expected or above progress in Reading
	95%	42%	96%	Year 5: % making expected or above progress in Writing
	90%	60%	100%	Year 5: % PP making expected or above progress in Writing
	95%	68%	95%	Year 5: % making expected or above progress in Maths
	80%	60%	80%	Year 5: % PP making expected or above progress in Maths

End of Key Stage 2 – National Picture

In reading, 73% of pupils reached the expected standard in 2019.

In writing TA, 78% of pupils reached the expected standard in 2019.

In maths, 79% of pupils reached the expected standard in 2019.

In GPS, 78% of pupils reached the expected standard in 2019.

Summary of Pupil Premium Spending

Objectives in spending PPG:

- Improved language skills for children in the EYFS
- An improvement in wellbeing and levels of anxiety.
- Learners will be better engaged with their learning.
- To boost children's phonic ability, resulting in higher pass rates in the phonic screening check which will, in turn, impact on confidence, progress and attainment in reading and writing.
- Children in receipt of PP funding to make accelerated progress during the year.
- Higher attaining pupils to be working above age related expectations.
- To increase parent engagement and confidence in supporting their children to learn.
- To increase attendance %.
- To enrich the learning and life experiences of those children in receipt of PP funding.
- For children in receipt of PP funding to have access to learning materials at home.

Summary PPG actual spending:

Due to the national lockdown of schools as a result of Covid 19, there has been limited time to put all measures into place and see the outcomes of others. In some cases, less money was spent on PP than anticipated (e.g. the external music service, cancelled CPD events, cancelled trips and not paying the school councillor).

Quality of teaching for all:

- Engaging lessons resulting in attentive learners
Curriculum CPD **£500**, New to year group specific CPD **£300**, NQT CPD **£500**
- Whole staff attachment awareness training to increase staff awareness of how to support children who have experienced trauma and anxiety
Two twilight sessions run by educational psychologist + follow up support **£500**
- Whole school phonic training in high quality delivery **£500**
Phonic resources to ensure consistency across groups **£416**
Leadership time allocated to ensure books are well matched to children's reading levels **£300**
- Additional support for NQTs and RQTs to ensure high quality first wave teaching **£3900**
- Monitoring the provision for those children capable of exceeding age related expectations **£600**

Targeted support:

- Wellcom screening and sessions carried out by Rec staff. Introduction of the NELI program (sessions delivered to a targeted group of Reception children daily) **£3000**
- Specialist Teaching Service & EP to support the needs of individual children **£1880**
- School councillor sessions (our school councillor left her role this year, resulting in a lower cost than planned) **£3640**

- School Family and children support worker nurture groups and individual targeted support **£11,000**
- Deputy Head Teacher's mentoring sessions to target most experienced support at individual children who are 'stuck' with their learning **£3900**
- TA time to support children not on track to pass the phonic screening check or those in KS2 who would not have passed this assessment **£1950**
- TA run Individual remote zoom reading sessions for children in receipt of PP funding **£1250**

Other approaches:

5 children (out of 24 KS2 pupils) have accessed subsidised music lessons during their time in school = **£825**

Subsidised items of school uniform = **£1220**

Enrichment activities run in bubbles by teachers **£700**

Income and expenditure

INCOME	<i>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 and the new children to Year 1 and 2. However, we are fully committed to supporting these children and therefore our expenditure will be higher than our income for these pupils.</i>					
2020/2021	Income = £37,660					
	Uniform and Educational visits	Enrichment activities and music lessons	CPD for staff	1-1 support and small group interventions and Learning Mentor Time	School Councillor	Total
Total	£1220	£1525	£7516	£26,620	£3640	£40,521

Outcomes for PPG pupils:

In Reception, almost all children made expected or better progress during the year. However only one out of six children in receipt of PP funding achieved a GLD in comparison to 53% of their peers at school. Three other children in receipt of PP funding are very close to this goal, only dipping below the expected level in one or two curriculum areas.

In Year 1, some children have made good progress through the year though this has not kept pace with their peers. In Year 2, children have made strong progress, largely keeping pace with their peers. Many children in receipt of funding have made accelerated progress in specific areas (for example one child made 8 points of progress in maths over the year (6 is expected)). However these children will need to maintain this accelerated progress in order to achieve ARE next year.

In Year 3, while there are some success stories, general attainment and progress for children in receipt of PP funding has remained low. These children have received a considerable amount of additional support which will need to be maintained in the coming academic year. The picture is similar in Year 4. Some children in receipt of PP funding began making accelerated progress during the summer term after the national lockdown and we will be supporting children to maintain this in the Autumn term of 2021 and beyond.

Many children in Year 5 in receipt of PP funding have made strong progress over the year. Attainment and progress data is closer to that of their peers than it is in other year groups. We will work to ensure this is sustained into their final year of primary school in order that this group of children are KS3 ready.

The attendance of PP children is 93.39%. This is compared to whole school attendance of 96.44%.

44% of Pupil Premium Pupils have attended at least one after school Enrichment club this year (compared to 57% of non PP pupils)

100% of PP parents attended Parents evening this year remotely.

Actions for next year's PPG spending:

Timely assessments to measure the impact of lockdowns on children's attainment compared to age related expectations.

CPD to support the inclusion of **all** children in high quality wave one classroom teaching. The lowest 20% of attainers should be prioritised for teacher time.

School children and family support worker to work with families, run nurture groups and individual sessions.

The introduction of a wellbeing programme for children led by our wellbeing lead (a new role).

Increased opportunities for the enrichment of learning which have been difficult to provide during the pandemic.

Train TAs to mentor individual children.

Increase parental involvement (again difficult to put in place during the pandemic) through workshops, parent information evenings, Curriculum sessions and sessions led /arranged by the school FSW

Increased level of support for ECTs and RQTs entering the profession.

Specific emphasis on vulnerable children and those in receipt of PP funding in the school development plan, pupil progress meetings.

Initiative such as Fresh Start to address gaps in phonic development in KS2.