

## PUPIL PREMIUM STRATEGY 2020/2021

Summary information.					
<b>School</b>	Rossington St Michael's CE Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£81180	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>		<b>Number of pupils eligible for PP</b>	63	<b>Date for next internal review of this strategy</b>	July 2021

Current Attainment (end of KS2 2020)		
	<b>Pupils eligible for PP at our school</b> <small>(outcomes are based on teacher assessment as there were no SATS tests in 2020 due to the covid-19 pandemic.)</small>	<b>Pupils not eligible for PP (national average)</b>
% making expected progress in reading (as measured in the school)	85%exp, 8%GDS (based on teacher assessment)	n/a (no data due to Covid-19 pandemic)
% making expected progress in writing (as measured in the school)	77%writing, 0% GDS (based on teacher assessment)	n/a (no data due to Covid-19 pandemic)
% making expected progress in maths (as measured in the school)	92% exp, 15% GDS%(based on teacher assessment)	n/a (no data due to Covid-19 pandemic)

<b>Barriers to future attainment (for pupils eligible for PP)</b>
<b>Academic barriers</b> <i>(issues to be addressed in school, such as poor oral language skills)</i>
A. The % PP pupils achieving the expected standard in reading and maths at the end of KS2 based on teacher assessment was significantly above 2019 national figures, at 85% writing and 92% maths. However, we know that some PP pupils in the school, particularly PP SEN pupils, perform less well compared to peers, and following lockdown 2020, we will need to prioritise bespoke tutoring for PP pupils who have gaps in learning. We also know that the % achieving Greater Depth Standard is below that of their peers in school.
B. Some pupil premium pupils within school have less opportunities to practice skills at home (reading/spelling). For these pupils, reading stamina and fluency is affected.

<b>Intended Outcomes (specific outcomes and how they will be measured)</b>	<b>Success criteria</b>
A. Narrow gap between the performance of pupil premium pupils with their peers in Reading, Writing and Maths at the Greater Depth standard across school. Accelerate the progress of individual PP pupils with SEN, thereby raising the attainment of SEN PP pupils across school.	Outcomes at the end of KS2 will be well above national for PP pupils in Reading Writing and Maths by the end of 2021.
B. Raise attainment in reading for pupil premium pupils.	Pupil Premium Reading attainment at the expected standard will be at least 80% by the end of 2021 for KS2 PP cohorts.

<b>Review of Expenditure</b>				
<b>Previous academic year 2019/20</b>				
<b>I. Quality teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively, embody excellence). Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools. Revise the curriculum offer to include teaching resources which enable staff to plan a spiral curriculum (reflex maths, KSV docs, Cornerstones)– thereby supporting effective learning by deploying science of memory strategies. Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.</p>	<p>The quality of teaching across school will improve as a result of coaching to deliver teaching in line with the school's new pedagogy: "teach simply, practice thoroughly, feedback constructively, embody excellence. Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils across school make rapid progress in all areas but particularly reading and writing, and the % gap with their peers is closed. Outcomes at the end of KS2 will be well above national for PP pupils in RWM by the end of 2020.</p>	<p>Outcomes at the end of KS2 2020 were above national at 100% for pupil premium pupils (based on teacher assessment prior to Covid-19 lockdown).</p> <p>During the year, we developed high quality planning documents, linking knowledge, skills and vocabulary across every year group.</p>	<p>Continue with this strategy, which was interrupted due to the lockdown.</p>	<p>£16,000</p>
<b>Targeted Support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<ul style="list-style-type: none"> <li>- Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress.</li> <li>- Optimum learning plans in place for all PP pupils not on track for attainment or progress.</li> <li>- Additional TA support deployed for</li> </ul>	<p>The quality of teaching across school will improve as a result of coaching to deliver teaching in line with the school's pedagogy: "teach simply, practice thoroughly, feedback constructively, embody excellence". Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as</p>	<p>Outcomes at the end of KS2 2020 were significantly above national at 100% for pupil premium pupils (based on teacher</p>	<p>Continue with this strategy, which was interrupted due to the lockdown.</p>	<p>£31,600</p>

<p>interventions/ tutoring following lockdown</p> <ul style="list-style-type: none"> <li>- Homework clubs accessed by PP pupils to ensure equality of opportunity.</li> <li>- Ensure that all PP pupils read regularly to practice skills and improve fluency.</li> <li>- Train TA's to expertly respond the AFL when supporting pupil premium pupils in the classroom</li> <li>- Teacher PP interventions</li> </ul>	<p>high ability. PP pupils across school and in particular in Y5 and y6 cohorts make rapid progress in all areas but particularly writing, and the % gap with their peers is closed. Outcomes at the end of KS2 will be well above national for PP pupils in RWM by the end of 2020. .</p>	<p>assessment prior to Covid-19 lockdown).</p> <p>During the year, high equality interventions were in place for PP pupils.</p>		
<p><b>3. Other approaches</b></p>				
<p><b>Action</b></p>	<p><b>Intended Outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>
<p>Fund contributions to visits for FSM pupils including residentials Fund scholarships for FSM pupils to access music/ instrumental lessons Provision of a Learning Mentor to work closely with disadvantaged pupils and families</p>	<p>Raise children's aspirations and life chances</p> <p>Support for the wellbeing of pupils is achieved in order to enable them to access learning and first quality teaching.</p>	<p>PP pupils accessed a wide variety of experiences and equality of access for all.</p>	<p>Continue with this strategy.</p>	<p>£31,600</p>

<b>Planned expenditure</b>					
<b>Academic Year 2020/21</b>					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>1. Quality of teaching for all</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p>Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively, embody excellence). Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools. Revise the curriculum offer to include teaching resources which enable staff to plan a spiral curriculum (reflex maths, KSV docs, Cornerstones)– thereby supporting effective learning by deploying science of memory strategies. Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.</p>	<p>The quality of teaching across school will improve as a result of coaching to deliver teaching in line with the school's pedagogy: "teach simply, practice thoroughly, feedback constructively, embody excellence". Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils across school and in particular in Y5 and y6 cohorts make rapid progress in all areas but particularly writing, and the % gap with their peers is closed. Outcomes at the end of KS2 will be well above national for PP pupils in RWM by the end of 2021 and reading attainment for all cohorts will be at least 80% in reading in writing and maths .</p>	<p>EEF research evidences that Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<p>The leadership team will conduct half termly reviews of teaching and learning with a focus on the learning of pupil premium pupils.</p>	<p>PC/MW</p>	<p>At the end of each term and at the end of July 2021.</p>
<p>RWI spelling: £700; Cornerstones curriculum: £500; Reflex maths: £1,300; CPD opportunities including release time to observe outstanding teaching: £3000; Drama and vocabulary development activities £4000</p>				<p><b>Total budgeted cost:</b></p>	<p>£9500</p>

## 2. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>- Targeted booster support and recovery programmes for PP pupils in order to enable vulnerable pupils to make progress.</li> <li>- Optimum learning plans in place for all PP pupils not on track for attainment or progress.</li> <li>- Additional TA support deployed for interventions/ tutoring following lockdown</li> <li>- Homework clubs accessed by PP pupils to ensure equality of opportunity.</li> <li>- Ensure that all PP pupils read regularly to practice skills and improve fluency.</li> <li>- Train TA's to expertly respond the AFL when supporting pupil premium pupils in the classroom</li> <li>- Teacher PP interventions</li> </ul>	<p>Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils across school and in particular in the y5 cohort make rapid progress and the % gap with their peers is closed.</p> <p>Bespoke, high quality 'point of need' interventions to be delivered; homework clubs to be embedded and quality evaluated; structured conversations with PP families to continue. Ensure equality of opportunity / access to additional reading. Promote reading for pleasure. Continue with small classes and overstaffing to support all of the above.</p>	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>The leadership team will conduct half termly reviews of both interventions and use of the TA within the classroom, with a focus on the learning of pupil premium pupils.</p>	<p>PC/MW</p>	<p>At the end of each term and at the end of July 2021.</p>
<p>Overstaffing to achieve the above (additional support staff throughout the school for the full academic year); bespoke recovery tutoring following pandemic; additional reading resources to promote love of reading.</p>				<p><b>Total budgeted cost:</b></p>	<p>£40,080</p>

### 3. Other approaches

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fund contributions to visits for FSM pupils including residential	Raise children's aspirations and life chances	Positive impact for students who attended residential visits and enables equality of opportunity.	Management account monitoring	Admin	Termly
Fund scholarships for FSM pupils to access music/ instrumental lessons	Raise children's aspirations and life chances; develop resilience and discipline.	Positive impact for students who attended residential visits and enables equality of opportunity.	Management account monitoring	Admin	Termly
£ £5000 contribution towards visits; £25,000 contribution towards Learning Mentor role; £1600 towards music scholarship.				<b>Total budgeted cost:</b>	£31,600

#### Additional detail:

Exceptional support will be provided to pupils via our **enhanced staffing ratios**, with bespoke interventions at point of need. All Pupil Premium pupils who are at risk of not performing at the expected standard have individual action plans and are tracked closely and robustly monthly. This includes well thought out and fit for purpose recovery tutoring for groups and individuals. This will mean that each disadvantaged child will receive individual input and feedback when they need it and at the level of their need, in order for them to make accelerated progress. One to one or small group interventions are planned for and adapted regularly to meet pupil's needs. Pupil Premium pupils are supported exceedingly well emotionally in order to enable them to access learning and develop emotionally, spiritually, physically and intellectually.