

# Roxwell Primary School Pupil Premium Strategy Statement (2020-21)



## Summary Information

<b>School</b>	Roxwell Primary School				
<b>Academic Year</b>	2020/21	<b>Total PPG budget</b>	£27,720	<b>Date of most recent PPG Review</b>	July 2020
<b>Total number of pupils</b>	72	<b>Number of pupils eligible for PP</b>	14 (19%)	<b>Date for next PPG review</b>	July 2021

## Strategy Statement

### Background Information:

The Pupil Premium grant is the name given to a sum of money allocated to schools to help disadvantaged pupils of all abilities perform better and close the gap between them and their peers. The funding is to support the most vulnerable pupils of statutory school age from low-income families i.e. pupils eligible for free school meals (FSM) at any point in the last six years (known as the Ever 6 FSM measure); to pupils who have been looked-after and to pupils whose parents are currently serving in the armed forces.

### Rationale:

Our Pupil Premium spending rationale reflects the Education Endowment Foundation's 'Pupil Premium Guide' (June 2019) and its three-tier approach:

1. focusing most of the grant on developing high-quality teachers
2. dividing the rest between targeted academic programmes and
3. wider 'school readiness' initiatives.

The Pupil Premium grant for each pupil feeds into the school's budget, rather being ring fenced for an individual pupil. Some pupils will need more support than others and each pupil is individual with individual circumstances. The school considers how to allocate pupil premium money on an annual basis following rigorous data analysis and careful consideration of the needs of every pupil. We have a clear, strategic approach with a plan for the use of the Pupil Premium funding, and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly by the senior leadership team, and in-depth data analysis ensures that the correct support and strategies are identified to maximise progress. Strong leadership ensures that Pupil Premium funding has the necessary impact on progress, attainment, attendance and pastoral care. All members of staff and governors accept responsibility for disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within the school environment.

We are determined to ensure that all pupils achieve their full potential and are given the highest standards of teaching and learning through delivering high quality teaching. The aim of our Pupil Premium strategy is to raise the attainment of both disadvantaged pupils and their peers and to reduce the attainment gap between the school's disadvantaged pupils and others nationally. Targeted support and pastoral care outside of high quality teaching is given to pupils that require it.

### Assessment Information 2019-2020

#### EYFS – Teacher assessment (8 pupils)

	Pupils eligible for PPG	Pupils not eligible for PPG	National average 2019
% achieving GLD reading	N/A	83%	72%
% achieving GLD writing	N/A	83%	72%
% achieving GLD maths	N/A	83%	72%
% achieving GLD reading, writing and maths combined	N/A	83%	72%

#### End of KS1 – Teacher assessment (12 pupils)

	Pupils eligible for PPG	Pupils not eligible for PPG	National average
% making expected of better progress in reading	N/A	63%	75%
% making expected of better progress in writing	N/A	72%	69%

<b>% making expected of better progress in maths</b>		N/A	63%	76%
<b>% making expected progress in reading, writing and maths combined</b>		N/A	54%	65%
<b>Year 1 Phonics Screening Check (Carried out December of Year 2) (13 pupils)</b>				
		<b>Pupils eligible for PPG</b>	<b>Pupils not eligible for PPG</b>	<b>National average 2019</b>
<b>% passed Y1 screening check</b>		33%	100%	82%
<b>End of KS2 – Teacher assessment (12 pupils)</b>				
		<b>Pupils eligible for PPG</b>	<b>Pupils not eligible for PPG</b>	<b>National average 2019</b>
<b>% making expected of better progress in reading</b>		33%	63%	73%
<b>% making expected of better progress in writing</b>		0%	72%	79%
<b>% making expected of better progress in maths</b>		33%	63%	79%
<b>% making expected progress in reading, writing and maths combined</b>		0%	54%	65%
<b>Barriers to future attainment for pupils eligible for PPG</b>				
<b>Barriers</b>		<b>Desired Outcomes</b>		
<b>A</b>	Low attainment in writing, reading and maths, including literacy and numeracy learning difficulties.	PPG children make good or better progress in reading, writing and maths relative to their starting points.		
<b>B</b>	Poor phonics knowledge.	Every child receives good daily phonics teaching and the percentage of PPG pupils passing the Y1 phonics test is at least in line with the national average.		
<b>C</b>	Social, emotional and mental health difficulties and anxieties which lead to low self-esteem, poor attention and concentration and a lack of independence, resilience and self-regulation.	Pupil Premium children's engagement and involvement to be in line with non-pupil premium children by the end of the academic year.		

<b>D</b>	Limited life experiences and access to a range of good quality texts and technology/wi-fi access at home which leads to a reduced range of vocabulary and poor language skills.	Children will develop a wider vocabulary to improve their expressive language skills and enable them to become more competent readers and writers.
<b>E</b>	Insufficient parental support at home to help pupils develop basic reading, writing and maths skills and which leads to a lack of enthusiasm for learning outside of school.	To develop systems to support home learning for Pupil Premium children.

### Planned expenditure 2020-21

Quality of teaching for all					
Desired outcomes	How will this be implemented?	What is the evidence and rationale for this choice?	How will this be monitored and by whom?	Success Criteria	When will this be reviewed?
<p>PPG children make good or better progress in reading, writing and maths relative to their starting points.</p> <p>Children will develop a wider vocabulary to improve their expressive language skills and enable them to become more competent readers and writers.</p>	<p>Subject planning carried out by subject leaders for English and Maths, with 3 days release time for subject leaders.</p> <p>Y5/6 teacher to be given 1 day release time to work with MB (Margaretting school) to look at high quality English planning.</p> <p>Development of the curriculum – 4 Rural schools in the LIFE MAT working together to develop a creative curriculum (release time for staff).</p> <p>CPD for all staff in the use of The Power of Reading with a quality text/book led approach.</p>	<p>Subject leaders have expert knowledge in their subject area so they are skilled to be able to ensure that planning is challenging and stimulating and provides progression in skills and knowledge.</p> <p>Effective differentiation in planning will enable all children to be successful in their learning and make progress.</p> <p>The Power of Reading uses high quality texts with a creative, stimulating approach to ensure children are engaged with their learning.</p> <p>English moderation across the 4 schools ensures that teacher assessments are accurate.</p>	<p>Progress will be measured by the EYFS ELG, national end of Key Stage 1 and 2 assessments, end of year teacher assessments and Y2 phonics test results.</p> <p>Termly monitoring of pupil progress and attainment data by SLT and governors.</p> <p>Monitoring of KS1 data/KS2 data and comparisons with other PPG children at similar schools locally/nationally.</p> <p>Termly pupil progress meetings with teachers and SLT.</p> <p>Regular monitoring of teaching by SLT – lesson visits, marking, work moderation, looking at planning –</p>	<p>PPG pupils in Y2 and Y6 make progress at least in line with non-PPG children in reading, writing and maths.</p> <p>PPG pupils make at least 6 steps progress over the year in reading, writing and maths.</p> <p>Children's expressive language demonstrates a wider range of vocabulary so that they speak more eloquently when they are talking.</p> <p>Planning is of a high standard and has activities which are</p>	Termly.

	<p>CPD for all staff in the teaching of Shanghai maths.</p> <p>Every class bought a new set of high quality texts for The Power of Reading.</p> <p>Sharing good practice at staff meetings and MAT meetings.</p> <p>Subject leaders to audit resources and ensure there is access to high quality resources.</p> <p>Set up English moderation across the 4 rural schools.</p> <p>Purchase of 15 new Chrome books to support writing and access to a wide variety of texts and information.</p> <p>New reading awards to be introduced (1 for each class) to reward good reading at home.</p> <p>New writing cup to be introduced (1 cup awarded across the whole school) for good writing each week.</p> <p>New KS1 library books to be purchased and purchase black lives matter books.</p>	<p>Technology can be used to engage pupils and provide a stimulus for writing as well as provide access to a range of texts and apps to support reading and writing.</p> <p>Technology can provide support for writing e.g. spell checkers, translators, text to speech facility.</p> <p>Having a wider range of high quality texts in the school library will encourage a love of reading in children and will broaden their vocabulary and exposure to different texts.</p> <p>Rewards to reinforce expectations, raise the status of reading and writing and model good practice.</p> <p>Having a range of high quality texts for children to read will stimulate a love of reading and improve children's vocabulary.</p>	<p>with constructive feedback given to staff.</p> <p>Subject monitoring by subject leaders.</p> <p>Moderation meetings with teachers and SLT.</p> <p>Planning checked by SLT.</p>	<p>stimulating for pupils and allows for progression of skills and knowledge with evidence of differentiated tasks.</p>	
<p>Every child receives good daily phonics teaching and</p>	<p>Development of the teaching of EYFS – dedicated time for CO to</p>	<p>Research shows that when children are learning to read, phonics books should be</p>	<p>Termly monitoring of phonics progress by EYFS teachers</p>	<p>Percentage of PPG pupils passing the Y1 phonics</p>	<p>Termly monitoring of phonics data.</p>

<p>percentage of PPG pupils achieving Y1 phonics test is at least in line with national average.</p>	<p>research outstanding EYFS practice, including the teaching of phonics.  Release time for EYFS staff to visit Westlands school (outstanding EYFS Ofsted).  CO (Margaretting school) to carry out an EYFS improvement study for the MAT.  Pupils falling behind with their phonics learning are identified early on and interventions are put in place to enable those pupils to catch up.  Purchase of new Oxford Reading Tree phonics books.<sup>3</sup>  New EYFS planning format to be introduced.  Phonics training for all staff to give an overview of the Letters and Sounds programme.  SENCo to train LSAs in dedicated, specialist areas of support, including phonics, using an evidence based programme (Sound Discovery).</p>	<p>progressive with the sounds in that children have learnt to enable them to be successful and make progress.  Oxford Reading Tree scheme follows the same progression as the Letters and Sounds programme that is used in school.  Early intervention is the most effective way of ensuring future success.  The use of evidenced based interventions will enable gaps in learning to be filled to support pupils to catch up with their peers.  Sharing good practice with other schools supports staff CPD, and staff need dedicated time to reflect and evaluate and implement changes in their own practice.</p>	<p>according to the Letters and Sounds Phases.  SENCo to monitor the quality and impact of phonics interventions.  Daily formative monitoring of phonics learning by teachers.  Termly summative monitoring of whole class attainment data by SLT.  Termly pupil progress meetings and ongoing discussions with teachers/LSAs.  Regular monitoring of phonics teaching by SLT – lesson visits, work moderation, looking at planning – with constructive feedback given to staff.</p>	<p>test is at least in line with the national average  Lesson visits, planning and book looks show that the teaching of phonics is good.  Staff feel confident in the teaching of phonics.  Data shows that pupils are making good progress in their phonics learning.</p>	
<b>Total budgeted cost</b>					<b>£17,520</b>
<b>Targeted Support</b>					

Desired outcome	How will this be implemented?	What is the evidence and rationale for this choice?	How will this be monitored and by whom?	Success Criteria	When will this be reviewed?
<p>Pupil Premium children's engagement and involvement to be in line with non-pupil premium children by the end of the academic year.</p>	<p>2 Kids Inspire anxiety programmes for 5 children (6 week course).</p> <p>Wellbeing programme with Kate Noakes for Y5 and Y6 pupils (6 week course).</p> <p>LSA to run a daily nurture group for targeted pupils who are struggling to access work in the classroom to enable them to develop positive learning behaviours and develop their emotional resilience and self-esteem.</p> <p>Staff will discuss any mental health difficulties children may be experiencing with the Headteacher and SENCo, and any referrals/requests for support will be made as appropriate.</p> <p>SENCo to assess the emotional wellbeing of targeted pupils e.g. using the Boxall profile.</p>	<p>Wellbeing programme is designed to provide pupils with strategies to develop positive thinking and confidence and learn how they can cope with anxiety.</p> <p>Good mental health will help to facilitate learning, positive learning behaviours, including perseverance and resilience.</p> <p>SEMH assessments enable pupils difficulties to be rapidly identified and appropriate support to be put in place.</p>	<p>SLT will meet with staff regularly to discuss pupil wellbeing, including at staff meetings and termly pupil progress meetings.</p> <p>Improvements in emotional wellbeing will be measured via the Boxall profile assessment and/or impact analysis assessments and through the monitoring of behaviour logs.</p> <p>All staff will monitor pupil wellbeing daily in school on an ongoing basis and raise any concerns as appropriate.</p>	<p>Pupil Premium pupils will demonstrate positive learning behaviours, positive self-esteem and resilience with few behavioural incidents.</p> <p>Referrals to outside agencies/counselling made where appropriate.</p> <p>Children and families have support from outside agencies as needed e.g. family support workers/school nurse.</p> <p>Targeted pupils feel that they are able to talk to their trusted adult and turn to them for support when needed.</p>	<p>Kids Inspire programme in January and April 2021.</p> <p>Wellbeing programme &amp; nurture group - Dec 2020.</p>

	<p>Teachers/LSAs to be made aware of who the PPG children are in their class.</p> <p>Targeted pupils to have access to a key member of staff/trusted adult during the school day as needed.</p>				
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**Total budgeted cost: £9700**

**Wider Whole-School Strategies**

Desired outcome	How will this be implemented?	What is the evidence and rationale for this choice?	How will this be monitored and by whom?	Success Criteria	When will this be reviewed?
<p>To develop systems to support home learning for Pupil Premium children.</p>	<p>Headteacher to provide opportunities for parents to come into school for a homework Workshop in English/ Mathematics. Notes of the workshop will be sent out to parents via email.</p> <p>Evaluate parents evenings and reports/language used with parents.</p> <p>Information and advice on support strategies to be sent out regularly to parents via the newsletter throughout the academic year.</p>	<p>Providing opportunities for parents to attend the school for workshops increases parental knowledge and understanding of how to support their child at home.</p> <p>Providing ongoing advice to parents via the newsletter ensures that the need for parental support is made prominent.</p> <p>Consideration needs to be given to the educational language that is used to ensure that parents understand how best to support pupils and the reasons for such approaches.</p>	<p>Homework workshop to be evaluated by the Headteacher via feedback.</p> <p>Ongoing monitoring of communication with parents by Headteacher and office staff.</p> <p>Monitoring of parental perceptions by Headteacher and governors through school surveys.</p>	<p>A wider audience of Pupil Premium parents will be involved in their children's learning.</p>	<p>Spring 2021</p>

	Continue to develop positive relationships with families to encourage engagement – phone calls home where there are concerns/issues, twitter account, weekly newsletter, termly SEND One Planning meetings with families.					
					<b>Total budgeted cost</b>	<b>£500</b>

## Review of expenditure for 2019/20 academic year

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>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)
For targeted pupils to have attendance of 96% or better, with increased time spent in class and fewer exclusions.	To support pupils' social and emotional needs to enable them to access learning by 1:1 LSA support	Raised attendance of PPG pupils. Increased time spent in class. Fewer exclusions. Attendance outcomes impacted by Covid lockdown as some PPG pupils remained at home.	It is vital that pupils do not become overly reliant on any one LSA and that they are encouraged to become independent. National lockdown has increased anxiety for some pupils.
To narrow the gap, accelerate learning and ensure all children make at least expected progress from their starting points in reading, writing and maths.	1:1 or group LSA support for eligible children in the classroom	The impact of this action was lessened by the national lockdown in March, however, pupil progress data from teacher assessment shows that pupils made good progress from their starting points up until school closure in March, however, progress over the whole year was not as predicted due to pupils having less time in school.	Continue regular pupil progress meetings and close monitoring of pupil progress data to ensure there is accelerated progress in reading, writing and maths. Carry out moderation to ensure accurate teacher assessment.
Increased attendance of PPG pupils and for a greater percentage of pupils to attend school trips and visits to enhance their experiences and life opportunities and ensure equal opportunities for all.	Places on the school residential trip and school visits and places at breakfast and after school clubs.	Pupils have gained valuable learning and skills including social and emotional benefits. Pupils have also gained in confidence and enjoy coming to school. Before school clubs ensure that pupils are in school ready to learn at the start of the school day and have good attendance.	It is vital that all children join extra-curricular clubs to enrich their lives and expose them to a range of different life experiences to develop their self-esteem and confidence, as well as their social skills.