

Pupil Premium Strategy 2020-2021



The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. This document outlines how we spent the amount allocated in 2019-20 and the impact this had on disadvantaged pupils. It also outlines the plan for future spending in 2020-21

Summary information					
School Name	Ryelands Primary and Nursery School				
Academic Year	2020-21	Total PP budget	£301,175	Date of most recent PP Review	
Total number of pupils	348 (+ 59 Nursery)	Number of pupils eligible for PP	215 (62%)	Date for next internal review of this strategy	Annual - Sept 2021

Current attainment- 2019 Results (note no results from 2020)		
	<i>Pupils eligible for Pupil Premium</i>	<i>Pupils not eligible for Pupil Premium (national average)</i>
% achieving expected standard or above in reading, writing & maths	46%	71%
% making expected progress in reading	+0.52	+0.32
% making expected progress in writing	+1.59	+0.27
% making expected progress in mathematics	+0.82	+0.37
Attainment Points to note:		
<ul style="list-style-type: none"> ✓ In the EYFS, the gap between Disadvantaged and Non disadvantaged is 8%. This is not considered significant. ✓ Disadvantaged children outperformed non disadvantaged children in the Year 1 Phonics screening test by 10%. ✓ Teacher Assessment data for KS1 indicates no significant gaps between Disadvantaged and Non Disadvantaged children for Reading (-9%), Writing (-8%) and even less so for Mathematics (-6%). ✓ Progress figures for this year indicates that the disadvantaged group has made positive progress in Reading, Writing and Mathematics. Progress is better than the national average (see table above) 		

- ✓ The gap between Disadvantaged and Non disadvantaged children for **KS2 Reading, Writing and Maths combined** is 22%. This is considered significant and in an increase on 3% from the previous year.
- ✓ **End of KS2 data** shows that there are significant gaps in attainment between disadvantaged pupils and non when compared against the national average for non-disadvantaged children. *Reading (51% v 78% = -27%), Writing (69% v 83% = -14%), Maths (64% v 84% = -20%).*
- ✓ However, **end of KS2 data also shows** that there is less of a gap in attainment when compared against other disadvantaged pupils nationally. *Reading (51% v 62% = -11%), Writing (69% v 68% = +1%), Maths (64% v 67% = -3%).*

Barriers to future attainment (for pupils eligible for PP)

Academic barriers

A.	The school has a high percentage of vulnerable pupils who require a wide range of additional support in order for them to be ready to learn.
B.	Children start school with knowledge and skills that are lower than is typical for their age in almost all areas of learning, but particularly so in their English and Mathematics skills, and their personal and social development.
C.	COVID-19 likely to compound barriers to future attainment on the PPG group.

Additional barriers

C.	The school serves an area of considerable deprivation; over 80% of pupils are from home in Wards categorised as E or E* in terms of multiple deprivation.
D.	Attendance is carefully tracked monitored. A significant amount of input is required to ensure attendance remains in line with national expectations.

Intended outcomes 2020-21

Success criteria 2020-21

<p>Improve outcomes for disadvantaged children by;</p> <ul style="list-style-type: none"> - Ensuring quality first teaching for all pupils in school - Ensuring no significant difference between disadvantaged and Non disadvantaged children (attainment and progress) - Reducing gaps (where they exist) between disadvantaged/non-disadvantaged children 	<ul style="list-style-type: none"> • 100% of teaching will be judged to be 'good • 'EYFS: No significant difference between PPG/Non PPG children • Phonics: No significant difference between PPG/Non PPG children • KS1: No significant difference between PPG/Non PPG children • KS2: No significant difference between PPG/Non PPG children • KS2: Maintain positive progress figures for PPG children • KS2: Attainment gaps reduce to less than 10% in Reading, Writing, Mathematics 		
<p>Provide high quality pupil support to all children and their families so that they are ready to learn, able to succeed and their overall personal development is improved.</p>	<p><u>Attendance</u></p> <ul style="list-style-type: none"> - No gap between the attendance of PPG and Non-PPG pupils. - Reduce persistent absence to 9.8% - Overall attendance of 95.8% 	<p><u>Behaviour</u></p> <ul style="list-style-type: none"> - 100% of teaching will be judged to be good with little or no evidence of poor behaviour inhibiting learning. 	<p><u>Safeguarding</u></p> <ul style="list-style-type: none"> - Safeguarding procedures will be judged as effective in the governor's audit. - No gap between PPG and non-PPG attendance.

		<ul style="list-style-type: none"> - 95% of parents will recognise the behaviour of children in school as being good. - 95% of children will consider behaviour in school to be good. 	<ul style="list-style-type: none"> - Preventative work will be implemented with outside agencies in line with local safeguarding issues
Continue the high profile of attendance within school and reduce the number of children who receive a late mark	<ul style="list-style-type: none"> • No gap between the attendance of PPG and Non-PPG pupils. • Reduce persistent absence to 9.8% • Overall attendance of 95.8% 		

Review of expenditure 2019/2020

During the 2019/20 academic year, education was significantly disrupted by the COVID-19 pandemic, which resulted in the school being closed to all but key workers and vulnerable children from March 2020- September 2020.

Academic Year	2019/2020 (Budget - £312,040)			
i. Quality of teaching for all				
Intended outcome	Action	Estimated impact	Lessons learned	Cost
<p>Improve outcomes for disadvantaged children by;</p> <p>Ensuring quality first teaching across the school</p> <p>Ensuring no significant difference between disadvantaged and Non disadvantaged children (attainment and progress)</p>	Subsidise a non-teaching Deputy Headteacher to oversee teaching and learning and outcomes for PPG children.	<ul style="list-style-type: none"> • The deputy headteacher continues to take a leading role in ensuring high quality teaching and learning for all pupils in school. • Developing Teaching and Learning for all pupils continued during the period of whole school closure. A virtual 'team' was created with all members of teaching staff and opportunities for staff to develop their expertise were shared. Professional Development sessions were delivered for English, Mathematics, Geography and History. Actions resulting from this PD are to continue beyond September 2020. • Transition meetings took place in July 2020, where all pupils were considered in detail. Information on their progress and learning were shared with the next class teacher in order to ensure a smooth transition. • Pupil Progress Meetings were planned to take place early in the Autumn Term 2020, the focus of which would be to consider what additional support was required for each pupil. • Catch up programmes tailored to those who need it the most. 	<p>Strategy continued for next year. Possible rise of disadvantaged due to the COVID-19 pandemic.</p> <p>Focus on quality first teaching will be ever more important.</p>	£45,000

Reducing gaps (where they exist) between disadvantaged/non-disadvantaged children

Whilst there were not statutory assessments in 2020, in school tracking data was looking very positive before the school closure in March 2020 (summarised below)

KS2	2020 Targets	On track	School EXS / GD Result 2019	National EXS/GD 2019
Reading ARE	70%	70%	55%	73%
Greater Depth	25%	20%	14%	
Writing ARE	70%	72%	71%	78%
Greater Depth	15%	11%	6%	
Maths ARE	70%	72%	70%	79%
Greater Depth	25%	16+%	16%	
SPAG ARE	70%	70%	67%	78%
Combined RWM	60%	60%	49%	65%
KS2	2020 Target		2019 Result	
Expected progress Reading	0+	-	1.1	
Expected progress Writing	0+	-	1.8	
Expected progress Maths	0+	-	1.2	

KS1	2020 Target	On track	2019 EXS / GD Result	National EXS/GD 2019
Reading ARE	70%	71%	69%	75%
Greater Depth	10%	12%	10%	25%
Writing ARE	70%	69%	65%	70%
Greater Depth	10%	10%	4%	15%
Maths ARE	70%	71%	71%	76%
Greater Depth	10%	12%	4%	22%
Combined RWM	60%	58%	59%	65%

		Y1 Phonics	2020 Target	On track	2019 Result	National 2019		
		Pass	80%	76%	80%	82%		
		EYFS	2020 GLD / GD Target	On track	2019 Result	National 2019		
		'Good Level of Development'/GLD	65% 5%	65% 5%	65% 0%	71.5%		
An additional maths group in both Upper Key Stage 2 (1 hour per day)	<ul style="list-style-type: none"> The group operated until March 2020 with success. During the period of school closure pupils accessed learning from the school scheme (White Rose Mastery Resources) As of March 2020, 72% of children were on track to reach ARE in Mathematics. 16+% were on track to be 'greater depth' 			Strategy continued for next year.	£4,000			
Additional teaching assistant support in the Early Years Foundation Stage (1 additional TA2b in each Reception class) to implement a range of targeted learning interventions with children at risk of not achieving expected outcomes.	<ul style="list-style-type: none"> Teaching Assistant support was well targeted in the Autumn and Spring Terms. Good Progress was made as a result. On Track data for each Key Stage (see table above) supports this. Those classed as 'disadvantaged' were invited into school throughout the period of whole school closure. All staff (who were able to) invited to be a part of the rota. Provision partially continued where possible 			Strategy continued for next year (maintain current staffing levels)	2x TA's @ Level 2b £18,500 +£19,500			
Additional teaching assistant time to support children in Key Stage 1 with additional needs (non-SEN funded pupils).					£16,000			
Additional teaching assistant support in Lower Key Stage 2 to support teaching and learning in classrooms.					£16,700			
Additional Part Time Teaching Assistant Level 3 to deliver specific interventions for KS1 PPG children in English and Mathematics					£13,000			
Increased PPA release time for phase team leaders and subject leaders to	<ul style="list-style-type: none"> Staff continued to access CPD during the lockdown period via online learning and collaboration software. 			Strategy continued for next year where possible in line	£10,000			

	support improvements in teaching and learning.		with COVID-19 risk assessment.	
	Two additional staff members for the welfare team to support healthy diet, play and behaviour at lunchtimes.	<ul style="list-style-type: none"> School atmosphere during lunchtimes continues to be good. From March 2020, all available lunchtime staff (who were able to) invited to be a part of the rota. 	Strategy continued for next year (maintain current staffing levels)	£7100
				£133,100

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Provide high quality pupil support to all children and their families so that they are ready to learn, able to succeed and their overall personal development is improved.	Employ a pupil support manager to oversee all of the additional provision and support that is in place to meet the needs of vulnerable pupils and their families; including attendance, child protection and liaison with external pupil support agencies such as the Children's Centre, CAMHS, Children's Social Care, Barnardos for example. The PSM will also lead the school's team of learning mentors	<p>The PSM and her team continue to make an invaluable contribution to outcomes for children at Ryelands Primary and Nursery School.</p> <p>Evidence from the Staff Questionnaire (June 2020) shows that;</p> <ul style="list-style-type: none"> 94% of staff agree that Additional adults in school (Pupil Support Team, Teaching Assistants etc.) effectively support pupil learning. <p>Evidence from the Parental Questionnaire November 2019 shows that;</p> <ul style="list-style-type: none"> 90% agree that 'The school works in close partnership with parents'. (4% 'not sure') 97% agree that 'My child feels safe at this school'. 94% agree that the school 'Provides good additional support for my child'. <p>Attendance outcomes were heavily affected due to COVID-19. School was closed to the majority of pupils from March 2020- September 2020.</p> <p>Behaviour outcomes</p> <ul style="list-style-type: none"> No exclusions during 2019/20 academic year Behaviour in the Autumn term, 100% of lessons were judged to be good or outstanding. <p>During the period of school closure:</p>	The pupil support manager and her team played an integral role during the 2019/2020 academic year. The impact of the COVID-19 pandemic exemplified the need for this team in school more than ever. Moving forward, it is highly likely the work of the PSM and her team will increase as the impact of school closures continues.	£32,000

	and make referrals to support additional services where necessary.	<ul style="list-style-type: none"> The Pupil Support Manager and her team continued to work in school (where they were able) to support provision for pupils classed as vulnerable/disadvantaged. Close contact was maintained with social workers, ensuring provision for the most vulnerable pupils was good enough. Provision for vulnerable families made in school – with over 75% of those classed as ‘vulnerable’ attending school. Welfare calls made on a weekly basis Support for vulnerable families provided and signposted to where they need to go for further support. 		
	Phase and class based learning mentors to support children with additional needs, such as; poor attendance, emotional support, social and behavioural issues and to improve family linking	<ul style="list-style-type: none"> In the year 2019-2020 there were no exclusions to another school following serious behaviour incidents. In the Spring Term of 2020, both actual behaviour incidents and the number of children with behaviour incidents was reducing. There are very few incidents in the Summer Term as expected due to the limited number of pupils in school. Learning Mentors continued to be in school during the lockdown period (on rota) 1:1 Sessions with held with vulnerable pupils. Resources for parents who were struggling with their child’s behaviour at home during lockdown were provided e.g. ‘Thrive’ materials 	Impact in future can be clearly evidenced using ‘Thrive’ assessment data and CPOMS behaviour log tracking.	£79,330
	Maintenance of existing Nurture provision in Key Stage 1 with a teacher (TA3 and Learning Mentor)	<ul style="list-style-type: none"> Nurture class for 6 KS1 pupils ran from September 2019 – March 2020 The impact of Nurture has been reported to the Governing Body via the Standards and Effectiveness committee (held in January 2020). For each child a ‘pen portrait’ was developed to shown the individual impact. From March 2020 Nurture not been able to run due to the whole school closure. Some children who would have been eligible for nurture have been in school as part of the ‘vulnerable’ group. 	Summer 2020 cohort – will return to the group in the Autumn Term (when they are in Y2)	£20,000
	Educational Psychologist support three days per term to identify need and learning	<ul style="list-style-type: none"> The EP was able to run limited sessions in the Autumn Term. From February 2020, the school SENDCo maintained contact with the EP and advice has been sought/provided. Missed sessions will be provided in the Autumn Term 2020. Children that will be seen have already been identified. 	The advice provided by the EP for our most vulnerable children continues to be of high quality and constitutes worthwhile spending. Any missed sessions will be	£6,000

	programmes for children with special educational needs		'caught up' with during the Autumn Term 2020.	
	Therapeutic Counsellor a key worker to support vulnerable pupils half a day each week.	<ul style="list-style-type: none"> The therapeutic counsellor delivered 90 face to face sessions before the whole school closure in March 2020. A further 30 sessions were delivered via telephone 55.5 hours of 'Video Interaction Guidance' were delivered 22 hours of Staff Consultation & Class Observations – Ad hoc consultation with Learning Mentors, Teachers, Teaching Assistants and DSL. Observations within the classroom for individual children and teacher interaction. Staff supervision sessions (both group and individual) have continued throughout the year. 	Continue to 2020/21 strategy	£6,200
	Thrive' approach	<ul style="list-style-type: none"> The Pupil Support Manager and Learning Mentors finished Thrive Practitioner Training in February 2020, and supported all class teachers from Year 2 – Year 6 to assess their classes as a whole. 54 children were identified as children who would benefit from reparative work, and individual assessments were then undertaken. Dependent on the level and area of need, these children were identified for either 1:1 work or group work. Unfortunately due to the National Lockdown, this work was stopped after just over a month, so it is difficult to assess the impact as work was only just beginning. As an example of impact however, one child in Year 3 was identified for Thrive work at the point of enrolment on the course. He was assessed at 41% at the lowest strand of development in November 2019. When 1:1 Thrive work (throughout the training period) and he was reassessed in early March he scored 78%. This work would have continued throughout the Summer Term under normal circumstances. 	The 'Thrive' approach will form a key part of the return to full time education in September. Work will be undertaken in the Autumn term to complete thrive assessments for all pupils and action plans developed where needed.	£5,000
				£148,530
iii. Other approaches				
	Chosen action/approach	Estimated impact:	Lessons learned	Cost
	Milk Subsidy			£2,000
	Music Tuition		Remibursed	£1,910

Education Visits			£1,000
Subsidising cost of trips Minibus-			£1,000
1:1 Tuition		Not spent	£1,000
Dukes commitment to school		Remibursed	£1,000

Planned expenditure 2020/2021

Quality of teaching for all

Intended outcome	Action	How will you ensure it is implemented well?	Staff lead	Estimated Cost
Improve outcomes for disadvantaged children by; <ul style="list-style-type: none"> - Ensuring quality first teaching for all pupils in school - Ensuring no significant difference between disadvantaged and Non disadvantaged children (attainment and progress) - Reducing gaps (where they exist) between disadvantaged/non-disadvantaged children 	Subsidise a non-teaching Deputy Headteacher to oversee teaching and learning and outcomes for PPG children.	<ul style="list-style-type: none"> • Data tracked and monitored to check progress and if any interventions were working – and then appropriate adjustments made • Outcomes for disadvantaged pupils are outcomes are similar to, or improving in relation to, those for other pupils in school. • Teaching and Learning outcomes will be at least 'good' 	Lee Dougan Deputy Headteacher	<ul style="list-style-type: none"> • £45,000
	Increased PPA release time for phase team leaders and subject leaders to support improvements in teaching and learning.	<ul style="list-style-type: none"> • Outcomes for disadvantaged pupils are outcomes are similar to, or improving in relation to, those for other pupils in school. • Teaching and Learning outcomes will be at least 'good' 	Lee Dougan, DHT T&L Lead and Donna Barker AHT T&L Coach	<ul style="list-style-type: none"> • £10,000
	An additional maths group in Upper Key Stage 2 (1 hour per day)	<ul style="list-style-type: none"> • 	Lee Dougan Deputy Headteacher	<ul style="list-style-type: none"> • £5,000

	To raise achievement in Reading and address 'lost learning', ensuring Reading remains a high priority during the pandemic	<ul style="list-style-type: none"> 70% achieve ARE in Reading at KS1 70% achieve ARE in Reading at KS2 No significant difference between disadvantaged/non-disadvantaged 		<ul style="list-style-type: none"> £5,000
	To advance teaching and learning in Mathematics in order to improve pupil outcomes and to address 'lost learning'	<ul style="list-style-type: none"> 70% achieve ARE in Maths at KS1 70% achieve ARE in Maths at KS2 No significant difference between disadvantaged/non-disadvantaged 		<ul style="list-style-type: none"> £1000
	Develop and ensure the quality of education across all foundation subjects, with a particular focus on History and Geography	<ul style="list-style-type: none"> Curriculum judged to be at least 'good' against Ofsted standards 70% pupils achieve ARE in History and Geography Staff demonstrate confidence and good subject knowledge in History and Geography. 		<ul style="list-style-type: none"> £1000
	Develop a blended approach to learning which is of a high quality and in line with the school's values and intent	<ul style="list-style-type: none"> 93+% pupils agree that 'Learning is exciting' 95% engage in remote learning or learning in school Disadvantaged pupils to receive devices to support them with this (if required) 		<ul style="list-style-type: none"> £20,000
Projected spending				£87,000

Targeted support

Intended outcome	Action	How will you ensure it is implemented well?	Staff lead	Estimated Cost
	Additional teaching assistant support in the Early Years Foundation Stage (1 additional TA2b in each Reception class) to implement a range of targeted learning interventions with children at risk of not achieving expected outcomes.	<ul style="list-style-type: none"> Outcomes for children in the Reception class are in line with/better than those nationally. Whole school monitoring (including observation) indicated 		2x TA's @ Level 2b £18,500 +£19,500

		effective use of Teaching Assistants to support learning.		
	Additional teaching assistant time to support children in Key Stage 1 with additional needs (non-SEN funded pupils).	<ul style="list-style-type: none"> • Outcomes for children in KS1 show no significant difference between disadvantaged and non. • Whole school monitoring (including observation) indicates effective use of Teaching Assistants to support learning. 		£16,000
	Additional teaching assistant support in Lower Key Stage 2 to support teaching and learning in classrooms.	<ul style="list-style-type: none"> • Outcomes for children in LKS2 show no significant difference between disadvantaged and non. • Whole school monitoring (including observation) indicated effective use of Teaching Assistants to support learning. 		£16,700
	Maintenance of existing Nurture provision in Key Stage 1 with a teacher (TA3 and Learning Mentor)	<ul style="list-style-type: none"> • Outcomes for children in KS1 continue to show no significant difference between disadvantaged and non. 		£20,000
	Educational Psychologist support three days per term to identify need and learning programmes for children with special educational needs	<ul style="list-style-type: none"> • Specialist provision in place for children with specific SEN needs 		£6,000
	Therapeutic Counsellor a key worker to support vulnerable pupils a day each week.	<ul style="list-style-type: none"> • Counselling sessions take place for the most vulnerable pupils in school 		£6,200*
	'Thrive' approach - to help support the whole school approach to developing healthy, happy, confident children who are ready and open to learning the school has purchased the 'Thrive' Materials which are a set of resources (and training) grounded in recent advances in neuroscience, attachment theory and child development.	<ul style="list-style-type: none"> • 'Thrive' materials being used by Learning Mentors to help deliver targeted support to children. 		£ 5,000 *

Wider Strategies

Intended outcome	Action	How will you ensure it is implemented well?	Staff lead	Estimated Cost
Provide high quality pupil support to all children and their families so that they are ready to learn, able to succeed and their overall personal development is improved.	Employ a pupil support manager to oversee all of the additional provision and support that is in place to meet the needs of vulnerable pupils and their families; including attendance, child protection and liaison with external pupil support agencies such as the Children's Centre, CAMHS, Children's Social Care, Barnardoes for example. The PSM will also lead the school's team of learning mentors and make referrals to support additional services where necessary.	<p>Attendance</p> <ul style="list-style-type: none"> - No gap between the attendance of PPG and Non-PPG pupils. - Reduce persistent absence to 9.8% - Overall attendance of 95.8% <p>Behaviour</p> <ul style="list-style-type: none"> - 100% of teaching will be judged to be good with little or no evidence of poor behaviour inhibiting learning. - 95% of parents will recognise the behaviour of children in school as being good. - 95% of children will consider behaviour in school to be good. <p>Safeguarding</p> <ul style="list-style-type: none"> - Safeguarding procedures will be judged as effective in the governor's audit. - No gap between PPG and non-PPG attendance. - Preventative work will be implemented with outside 	Kelly Stevenson (Pupil Support Manager)	£32,000

		agencies in line with local safeguarding issues		
	Phase and class based learning mentors to support children with additional needs, such as; poor attendance, emotional support, social and behavioural issues and to improve family linking	<ul style="list-style-type: none"> • No significance between PPG and non-PPG achievement • 95% of parents will recognise the behaviour of children in school as being good. • 95% of children will consider behaviour in school to be good. 		£79,330
Projected spending				£111,330
Overall Projected spending				£306,230