

## Rowde C of E Primary Academy Pupil Premium April 2020 – April 2021 Strategy Statement

1. Summary Information					
<b>School</b>	Rowde C of E Primary Academy				
<b>Academic Year</b>	2019-20 in to 2020-21	<b>Total PP Budget</b>	Anticipated £34,140	<b>Date of most recent PP Review</b>	September 2020
<b>Total number of pupils</b>	153	<b>Number of Pupils eligible for PP</b>	21 different children 15 FSM 2 PLAC 2 AFC 2 Services	<b>Date of next internal review of this strategy</b>	January 2021

2. Current Attainment (July 2020) – No SATS / Summer testing due to COVID-19		
	Pupils eligible for PP (our school)	National Average
% on track to achieving in reading, writing, and maths (KS1)	Data available from November 2020 (NFER assessment and SATS mocks)	No National % published due to absence of formal testing
% on track to meeting end of KS expectations in reading (KS1)	Data available from November 2020 (NFER assessment and SATS mocks)	No National % published due to absence of formal testing
% on track to meeting end of KS expectations in writing (KS1)	Data available from November 2020 (NFER assessment and SATS mocks)	No National % published due to absence of formal testing
% on track to meeting end of KS expectations in maths (KS1)	Data available from November 2020 (NFER assessment and SATS mocks)	No National % published due to absence of formal testing
% on track to achieving in reading, writing, and maths (KS2)	Data available from November 2020 (NFER assessment and SATS mocks)	No National % published due to absence of formal testing
% on track to meeting end of KS expectations in reading (KS2)	Data available from November 2020 (NFER assessment and SATS mocks)	No National % published due to absence of formal testing
% on track to meeting end of KS expectations in writing (KS2)	Data available from November 2020 (NFER assessment and SATS mocks)	No National % published due to absence of formal testing
% on track to meeting end of KS expectations in maths (KS2)	Data available from November 2020 (NFER assessment and SATS mocks)	No National % published due to absence of formal testing
<b>Average progress scores</b>		
Reading at end of KS2		
Writing at end of KS2		
Maths at end of KS2		

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability) April 2020 – March 2021</b>	
<b>Academic barriers (issues to be addressed in school, such as children who are PPDL are also SEN)</b>	
A	24% of children who are PPDL are also SEN (5 of 21 children)
B	Closing the gap
<b>Additional barriers (issues which also require action outside school, such as low attendance rates)</b>	
C	Attendance
D	Emotional wellbeing and mental health – children not being ready to learn 19% of our PPDL children are PLAC or AFC (4 of 21 children)

<b>4. Intended Outcomes 2020 – 2021</b>		
	<b>Desired outcomes and how they will be measured</b>	<b>Success criteria</b>
A	Increased emphasis on children who are PPDL and SEN <ul style="list-style-type: none"> <li>This will be measured through monitoring of planning, teaching and scrutiny of books/work.</li> <li>This will also be measured through termly pupil progress meetings.</li> </ul>	<ul style="list-style-type: none"> <li>Class teachers are fully aware of the disadvantaged learners in their class and the overlap between vulnerable groups of learners.</li> <li>Class teachers set effective targets and run provision for the children that are both eligible for PPDL and are on the SEN Register. These are set out in Pupil Passports and are reviewed termly.</li> <li>These vulnerable groups are taken into account when planning and teaching in order that they are targeted and support is in place for progression and attainment.</li> </ul>
B	Closing the attainment gap	<ul style="list-style-type: none"> <li>End of KS1 and KS2 attainment of PPDL children to match that of their non-PPDL peers.</li> <li>These vulnerable groups are taken into account when planning and teaching in order that they are targeted and support is in place for progression and attainment.</li> </ul>

		<ul style="list-style-type: none"> <li>All PPDL children receive academic intervention in reading, writing or maths or all three.</li> <li>PPDL children become a focus group for pupil progress meetings and their progress and attainment is reviewed each term.</li> </ul>
C	Attendance <ul style="list-style-type: none"> <li>This will be measured through daily attendance registers.</li> <li>Attendance that is already below 95% will be supported and worked on to improve. SAM meetings with EWO.</li> <li>Attendance that drops below 95% will be supported and worked on to improve. SAM meetings with EWO.</li> </ul>	<ul style="list-style-type: none"> <li>Increased rate of attendance, particularly those who have historically low attendance and lateness.</li> <li>Reduced number of persistent absentees among pupils who are PPDL.</li> <li>Support from the Educational Welfare Officer to support PPDL families and review attendance.</li> <li>Attendance to exceed 95% for all PPDL children</li> </ul>
D	Emotional well-being and mental health – decreased issues of emotional needs impacting on learning time therefore increased readiness to learn and emotional well-being and mental needs are being met.	<ul style="list-style-type: none"> <li>ELSA support</li> <li>Therapeutic work with THRIVE</li> <li>Children are more focussed during learning time and engaged in learning</li> <li>Increased readiness to learning has impact on progress and attainment.</li> </ul>

## 5. Planned Expenditure

<b>Academic Year</b>	2019-2020 (April – July) and 2020-2021 (September to March)					
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.						
<b>i. Quality Teaching for all</b>						
<b>Desired Outcome</b>	<b>Chosen Action/approach</b>	<b>What is the evidence and rationale for This choice?</b>	<b>Education Endowment Foundation Toolkit: cost v impact</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation? Costs?</b>

			<b>£/££/£££ +months</b>			
All children are able to participate in learning activities and are supporting each other.	Collaborative Learning	Academic Barrier B	+5 Low cost, moderate impact extensive evidence	Planning and lesson monitoring/observation	SLT and subject leaders	n/a
Children know what they are doing and what they can improve on – next steps.	Feedback	Academic Barrier A and B	+8 High impact. Low cost Moderate evidence	Book monitoring, lesson monitoring/observation and pupil voice	SLT and subject leaders	n/a
Increase in children reaching mastery in learning	Mastery learning	Academic B	+5 Moderate impact, very low cost, moderate evidence	Planning and lesson monitoring/observation  New curriculum which supports mastery.	SLT and subject leaders	n/a
<b>ii. Targeted support</b>						
Accelerated progress and raised attainment – closing the gap	Dedicated teacher working with intervention groups and 1:1 tutoring	Academic B			PPDL Lead and SLT	£45.00 per hour
Class teachers have a clear understanding of the next steps needed by their	TA, HLTA releasing class teachers for 1:1 sessions weekly with PPD children in their class	Academic A and B			PPDL Lead and SENCO	HLTA £15.15 per hour TA £12.67 per hour

PPDL children, therefore being in a better position to close the gap/deepen understanding						
Children begin lesson with the same starting point for learning	Pre-teach sessions	Academic A and B			SLT, Subject Leaders and SENCO	TA cost per 20 min session and class teacher cost 20 mins.
Accelerated progress – closing the gap. Access to more reading books for all PPDL children at all levels.	Reading Scheme Books	Academic A and B			PPDL Lead and SLT	£5,000
Individual children are identified and supported through carefully planned support that enables them to be emotionally back on track and in a better place for	Thrive and ELSA	Additional Barrier D		Allowing time for teachers, ELSA and Thrive Practitioner to work together to form an action plan. Plan to be reviewed regularly and clear timeline set by practitioner.	Thrive practitioner, ELSA and PPDL Lead	£220 per pupil

learning and engaging with others.						
Equal opportunities and experiences for all pupils	Subsidy for school trips/uniform/clubs (FSM and Ever 6)				Business manager/PPDL/HT	Dependent on uptake £2,000
Total budgeted cost						£32,140
<b>iii. Other approaches</b>						
Improved attendance for PPDL children which impacts positively on progress and attainment.		Additional Barrier C			HT, PPDL, EWO	
Children can recognise and understand their emotional needs and are able to identify strategies and support they need to enable them to get ready for learning.	Self-regulation and meta-cognition	Additional Barrier D	+8 High impact, very low cost, extensive evidence.		PPDL, ELSA, Thrive Practitioner, SLT	
PPDL families feel supported and are able to access outside	Parent Support Advisor (PSA) – increased PSA hours this year to	Additional Barrier C, D			PSA and PPDL Lead	£1200

agencies – parental engagement.	support all PPDL families.					
Total budgeted cost						£1200

6. Review of Expenditure				
Previous Academic Year		2018-2019 (April – July) and 2019-2020 (September to March)		
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.				
iv. Quality Teaching for all				
Desired Outcome	Chosen Action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons Learned (and whether you will continue with this approach)	Cost
Broad, balanced and rich curriculum	<ul style="list-style-type: none"> <li>• Residential trips</li> <li>• Music lessons</li> <li>• Judo lessons</li> </ul>	Unfortunately due to COVID the trip did not take place Music lessons enabled children to access playing instruments	We will adjust the timings of residential trips (Due to COVID) to enable maximum impact on outcomes for children across the school year. Music provision to continue to enable the maximum benefit in terms of enriching cultural capital, opportunities to perform and a progressive curriculum.	£2,000
v. Targeted support				
Desired Outcome	Chosen Action/approach	Estimated Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate	Lessons Learned (and whether you will continue with this approach)	Cost

Closing the Gap	<ul style="list-style-type: none"> <li>• 1:1 tutoring and intervention from Qualified teacher.</li> <li>• Preparing PPDL children for Year 7</li> <li>• Booster groups led by DHT.</li> <li>• HLTA support in class.</li> <li>• TA support in class</li> </ul>	<p>Work in small groups and 1:1 – work in books to evidence impact. Most children supported with teacher achieved expected until COVID.</p> <p>Not as many children achieved greater depth as was hoped for from the extra booster sessions.</p> <p>A number of children achieved expected following intensive intervention sessions.</p>	<p>1:1 tutoring will continue as had impact on progression of all children who worked with them.</p> <p>TA/HLTA support in class will continue.</p> <p>Booster groups will be led by class teachers/HLTA/TA.</p>	£31,919
Emotional Literacy Support.	ELSA/Therapeutic support	ELSA/Therapeutic had significant impact on those that received it.	Approach will continue and ELSA will continue to have support and training to fulfil their role.	£8,119
Emotional Literacy Support.	Thrive Training and support	Thrive Practitioners started training and has continued through COVID.	Approach will continue and Thrive Practitioner will complete training.	£1,674
Emotional Literacy Support.	Quiet Club	Provision for children who are 'invited' to lunchtime support. This is accessed by PPDL and non-PPDL children as it supports all children. This has improved friendship groups and supported behaviour at lunch time.	Due to Covid this has been stopped in order to keep bubbles separate – this will be started again once COVID is gone/it is safe to do so.	£620
<b>vi. Other approaches</b>				



<b>Desired Outcome</b>	<b>Chosen Action/approach</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>
PPDL families feel supported and are able to access outside agencies – parental engagement.	PSA – Parent support advisor	All families that engaged with PSA were well supported – increased time for next year as more families need PSA support across the school.	Continue approach – increase PSA hours. PSA was able to identify and support more families who were eligible for PP.	£750
PPDL children to be prepared for school.	Purchase of uniform and PE Kit.			£200