



Red Rose Primary School

Pupil Premium Strategy Statement 2020 – 2021

1. Rationale

Publicly-funded schools in England get extra funding from the government to help them improve the attainment of their disadvantaged pupils. Evidence shows that children from disadvantaged backgrounds:

- generally face extra challenges in reaching their potential at school
- often do not perform as well as their peers

The pupil premium grant is designed to allow schools to help disadvantaged pupils by improving their progress and the exam results they achieve. Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following 3 areas: teaching, academic support and wider approaches, but with the greatest focus on the quality of teaching - investing in learning and development for teachers. At Red Rose Primary School we ensure that appropriate provision is made for pupils who belong to disadvantaged groups, ensuring that the needs of such pupils are adequately assessed and addressed. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non Pupil Premium pupils.

2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Post - Looked After Children	Number of Service Children
38	Per Pupil £1,345 13 (£17,485)	Per Pupil £1,345 13 (£17,485)	Per Pupil £1,745* 2 (£3,490)	Per Pupil £2,345* 6 (£14,070)	Per Pupil £310 4 (£1,240)



*Previously Looked After Children receive £2,345

Looked After Children receive £1745 with £600 being retained centrally by the Local Authority.

3. Pupil Premium Summary Information

Total Number of Pupils (Inc. FTE)	289	Number of Pupils Eligible	38
Total Pupil Premium Budget	£53,770	% of Pupils Eligible	13.1%

4. Pupil progress scores for 2019

	All pupils	School disadvantaged	National non-disadvantaged	Nat gap 2019
Reading	-0.6	0.76	0.3	+0.46
Writing	2.2	1.04	0.3	+0.74
Maths	-0.39	3.95	0.3	+3.65

5. Internal Barriers to Future Attainment

In-school barriers		Desired Outcomes
A	PP pupils make less progress in Reading than non PP pupils.	Overall higher rates of progress across school for pupils eligible for PP.
B	PP pupils make less progress in Writing compared to other pupils.	To diminish the difference between pupil premium and non-pupil premium pupils.
C	PP pupils make less progress in Maths compared to other pupils.	To diminish the difference between pupil premium and non-pupil premium pupils.



D	Some PP pupils lack resilience and struggle to remain focused when in a larger class. They often lack self esteem and often see themselves as less able than their peers.	Improved self esteem, focus and resilience.
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6. External Barriers to Future Attainment (issues which also require action outside school, e.g. low attendance rates)

In-school barriers		Desired Outcomes
E	Low attendance rates for some PP children	Increased attendance rates.
F	Social deprivation.	Provide free extra curricular activities which target disadvantaged pupils to enrich wider opportunities.

7. Pupil Premium Planned Expenditure

	Desired Outcomes & Evidence source	Action	Evidence Source	Expenditure	Baseline	Impact (Autumn, Spring, Summer)
A	Increased attainment for reading for disadvantaged pupils. <i>Pupil Premium pupils made less progress than 'Pupil Premium' pupils and 'other' pupils in school.</i>	Targeted use of Lexia for pupils who are not on track or are working below ARE Individual reading 1:1 in school Purchase of additional new reading material to support delivery of reading plagues	Lexia individualised tracker. The EEF states that: <i>A number of previous studies of Lexia have found promising results and the balanced approach, combined with the initial diagnostic assessment, is well aligned to the evidence summarised in the EEF's guidance report Improving Literacy in Key Stage One. An evaluation report is to be published Autumn 2021</i>	£1500 (150 pupils for Lexia) TA support £3800 (0.5hrs per class/wk) £200	Complete Baseline - weekly monitoring of progress with weekly TA intervention where needed.	Autumn: In KS1 11/14 pupils are demonstrating improvement in reading stages. KS2 data demonstrates accelerated progress in reading ages during the autumn term with children on average making at least 8 months improvement. Progress is evident across the school and in a number of cases children's reading age has increased by almost a year.



A	Increased rates of progress for disadvantaged pupils in reading in KS2	Purchase Accelerated Reader. All children complete baseline assessment. Organisation of reading material into reading levels. Weekly monitoring of progress by staff, providing intervention where needed.	<i>EEF toolkit suggests that on average, reading comprehension approaches improve learning by an additional 5 months' progress over the course of a school year. These approaches appear to be even more effective for older readers (aged 8 years or above) who are not making expected progress.</i>	Accelerated Reader £2300	All children complete Accelerated Reader baseline, this will be monitored weekly with intervention where needed.	Spring: KS1 data shows continued improvement in the number of CEW being recognised and over half the children are reading at an expected level. KS2 -66% of children are reading at or above their chronological age. Summer: The majority of PP children are reading at or above their chronological ages. Where they are not, there are identified SEND needs impacting on progress.
A	Increased rates of progress for disadvantaged pupils in reading	One to one reading x3 weekly (where appropriate)	<i>EEF toolkit suggests that small group tuition is effective delivering approximately five additional months progress on average.</i>	TA support £4720	Accelerated reader - baseline score (Y2 upwards) EYFS / Y1 - CEW / ORT Level / Phonic score	
A	Increased progress in reading for disadvantaged pupils in EYFS.	PP Pupils access 5 minutes of phonics daily 1:1 PP Pupils to access an additional 5 minutes of reading daily one to one	<i>EEF toolkit suggests that small group tuition is effective delivering approximately five additional months progress on average.</i>	Cost £1900	Baseline assessment data. Letters & Sounds data Number of sight words recognised.	
B	Increased attainment in writing for disadvantaged pupils.	Smaller class sizes for English alongside in class targeted support for pupils in English. <i>(also linked to reading)</i>	<i>EEF toolkit suggests that small group tuition is effective and, as a rule of thumb, the smaller the group the better</i>	Additional teacher £8,415 (from PPG) HLTA 6,610	Improved progress evident through book scrutiny, assessment data, pupil voice.	Autumn: Expected progress has been made with limited accelerated progress evident. This is due to a focus on reading, spelling and handwriting during the autumn term and we hope to now see evidence of accelerated progress during the academic year. Spring:



					Improvement across school in spelling scores. EdShed was introduced as part of our lockdown provision and a focus on live English sessions for all pupils has supported this. Due to lockdown improved progress in writing is limited as children have only been in school for 3 weeks. Summer: The majority of pupils have made progress over the summer term. It needs to be noted that 56% of KS2 PP have SEND with 25% of PP having an EHC
C	Increased attainment in mathematics for disadvantaged pupils.	Smaller class sizes for Maths alongside in class targeted support.	<i>EEF evidence suggests that interventions delivered by teaching assistants (TAs) can have a positive impact on learning, but, crucially, these positive effects occur when TAs work in structured settings with high quality support and training.</i>	Additional teacher £8,415 (from PPG) HLTA 6,610	Improved progress evident through book scrutiny, assessment data, pupil voice. Autumn: Expected progress is evident. More stringent tracking and specific identification of areas of need are now in place. Staff absence has affected the ability to provide immediate intervention and it is hoped that moving forward this is not a limiting factor allowing for more accelerated progress. Monitoring by the subject lead of Mathletics usage has resulted in improved usage and scores for the majority of pupils. KS2 smaller class sizes have resulted in an increase in the number of children achieving ARE.
C	Increased progress in Maths for disadvantaged pupils	PP Pupils to access Mathletics for 10 minutes 3 times per week.	<i>EEF suggests that technology can have an improvement on learning if used to support the quality of teaching.</i>	£1200 - Mathletics Staff to monitor usage and rota	Staff to ensure PP pupils access Mathletics 30mins weekly. Teachers to set tasks for all pupils linked to teaching. Weekly monitoring by Maths Lead Spring: 68% pupils have made progress since the December data collection. Over the spring term there has been a small increase in



C	Increased progress in Maths for disadvantaged pupils in FS.	PP pupils have 20 minutes x2 weekly with TA. Purchase of Ten Town	<i>EEF toolkit suggests that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Clear, structured Interventions can provide up to 6 months progress.</i>	Staffing: £570 £110	Improved oral fluency with numbers to 20.	the % of disadv children achieving ARE compared to non-disadv. Summer: PP pupils have continued to make expected progress. Small group tuition and same day intervention has had an impact on confidence and arithmetic skills. It is hoped that this will have an impact on overall achievement as pupils progress in school to allow a narrowing of the gap at the end of KS2.
D	Increased pupil resilience to enable pupils to engage positively with their learning even when faced with challenge or change.	TA to be used ½ day weekly to support Emotional Wellbeing	<i>EEF: On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment.</i>	Jigsaw REST programme £100 TA £1540	Jigsaw REST programme Pupil Voice Learning walks and lesson observation will demonstrate increasing resilience and positive engagement.	Autumn: The wider reopening of school identified a number of pupils who were in need of support in this area. This was greater than anticipated. Staff absence has affected the number of sessions able to operate however small steps with regard to progress are evident. Individual tracking of pupils to create a case study has started and enables staff to identify need and support this. Overall pupils are positive and demonstrate resilience when faced with challenge and change.
D	Increased pupil resilience to enable pupils to engage positively with their learning even when faced with challenge or change.	Implementation of new character education programme 'Commando Joe'.	<i>EEF suggests that Social and emotional learning programmes appear to be more effective when approaches are embedded into routine educational practices, and supported by professional development and training for staff.</i>	Training & resources £1500	Pupil Voice Learning walks and lesson observation will demonstrate increasing resilience and positive engagement.	Overall pupils are positive and demonstrate resilience when faced with challenge and change. Spring: Impact not possible due to Lockdown Summer: Pupil voice and attendance rates demonstrate that pupils are engaging positively with their learning and where pupils find this challenging they



						are able to seek support from adults in school.
E	To continue to improve attendance rates. <i>We can't improve attainment if children are not actually in school</i>	Employment of an Attendance Officer to monitor absence and support families in ensuring their child maintains a good level of attendance.	<i>EEF: increasing parental engagement in primary and secondary schools had on average two to three months' positive impact.</i>	Attendance Officer in role: £1270	Improved attendance figures.	Autumn: Excellent attendance during the autumn term - 98%. particularly noted that some pupils with previously low levels of attendance had significantly improved. Spring: School closed January to March 8th to all pupils except key workers. Summer: Attendance of PP pupils has been strong and in line with non PP pupils.
F	Increased participation in extracurricular activities to widen opportunities or opportunity to access breakfast club	Increased range of after school clubs. No charge to participate for disadvantaged pupils. Active encouragement by staff to participate in at least 1 after school club.	<i>Research shows that pupils who have not participated in an after school club by the age of 9yrs are very unlikely to ever participate.</i>	Cost £1000	Improved attendance of PP children at after school clubs.	Autumn: Limited after school clubs due to COVID-19. Spring: No after school clubs due to COVID Summer: Limited after school clubs due to COVID and bubbles. Some after school sports clubs and a Commando Joe club took place to engage pupils in physical activity and to develop play skills. These were well attended but bubbles were a limiting factor in the number of pupils who could attend particularly when trying to target PP pupils.

8. Budget Summary



Desired Outcome		Cost
A	Increased attainment in reading for disadvantaged pupils	£14,420
B	Increased attainment in writing for disadvantaged pupils	£15,025
C	Increased attainment in maths for disadvantaged pupils	£15,025
D	Increased pupil resilience to enable pupils to engage positively with their learning even when faced with challenge or change.	£3,120
E	Low attendance rates for some PP children	£1,270
F	Social deprivation	£1000
Total Budget Spent		£49,860

Governance

Monitoring The Effectiveness & Impact of Pupil Premium Performance

Pupil Premium Governor: Mr A Reiss

Pupil Premium Committee Meeting

Autumn:

Spring:

Summer:



Autumn Summary

Spring Summary

Pupil premium spend and impact was discussed at length and data reviewed. Discussion about the impact of lockdown and how this has affected the progress of disadvantaged pupils. COG questioned how school would be ensuring school could achieve maximum catchup during the summer term to address the spring lockdown and its impact. We discussed staffing and strategies. COG accepts that there has been an impact on PP pupils during the lockdown but is confident that the interventions put in place by the school will address this during the summer term and a meeting will be scheduled for the end of the summer term to review progress.

Summer Summary

Review Date

Termly:
December 2020
April 2021
September 2021.