



## Pupil Premium Strategy Statement and Review

### *Rawmarsh Ashwood Primary School 2020 -2021*

#### What is the Pupil Premium?

The pupil premium was introduced in April 2011 to provide additional funding specifically for disadvantaged pupils. The amount provided has grown over the years to total £1,345 per primary pupil in the current financial year. The premium is paid for pupils who have been eligible for free school meals over the previous six years or who have been in care.

#### How much funding do we receive?

Here at Rawmarsh Ashwood we are committed to narrowing gaps and ensuring that every pupil excels. The pupil premium is additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers

In September 2020, 56 of our 208 pupils were classified as Pupil Premium. This is 27% of our children (compared to the National average of 23% in 2019). This year, each child receives £1,345. A total of £76,665 has been allocated between April 2020 and April 2021.

Current Cohort of pupils at Rawmarsh Ashwood	Number of pupils	Non-Pupil Premium	Pupil Premium	% Pupil Premium
Year EYFS	30	28	2	7%
Year 1	23	19	4	17%
Year 2	25	18	7	28%
Year 3	29	20	9	31%
Year 4	31	19	12	39%
Year 5	30	21	9	30%
Year 6	25	12	13	52%



Total Cohort	193	137	56	27%
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**1. Summary information**

Total number of pupils (September 2020)	208	Number of pupils eligible for PP (October 2019)	56	Total PP Budget allocated (April 2018-April 2019):	£76,665
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**2. Performance Indicators**

	<i>Year 6 Pupils eligible for PP at Rawmarsh Ashwood – Summer 2019 (18 children)</i>	<i>Pupils not eligible for PP at Rawmarsh Ashwood (12)</i>	<i>Pupils not eligible for PP Nationally</i>
% achieving expected standard in Reading, Writing and Maths combined	44%	50%	71%
Reading scale score	99.5	99.2	105.5
GPS scale score	99.7	99.5	107.4
Maths scale score	99.2	99.8	106.1
Reading progress score	-2.37	-5.28	0.32
Writing progress score	-3.05	-2.69	0.27
Maths progress score	-2.45	-5.41	0.37
Attendance	98%	99%	96%

**3. Barriers to future attainment (for pupils eligible for PP)**

**In-school barriers**

<b>A.</b>	To improve outcomes across the school by improving the consistency of good or better teaching and learning so that PP children close the gap with Non PP children nationally
<b>B.</b>	To improve standards and outcomes in English and maths so that PP children close the gap with Non PP children nationally in Reading, Writing and Maths
<b>C.</b>	To improve and continue to develop the effectiveness of leadership so PP children's progress is improved through targeted interventions and tracked over time by Pupil Premium leader



External barriers	
D	To support vulnerable families in accessing and supporting their children's learning and well-being – including feeding the children at breakfast time through the NSBF

Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	The outcomes of Pupil Premium children across the school will close by focusing on ensuring the consistency of good or better teaching and learning	Pupil Premium children who are falling behind have their learning gaps closed as a result of consistent Quality First Teaching and 2021 outcomes reflect a closing attainment gap
B.	The standards in reading and writing and maths for Pupil Premium children will rise and the gap will be closed with Non PP children	At least 65% of Pupil Premium children to achieve Age Related Expectations or above in Reading and Maths (50% of our Pupil Premium achieved this in Reading in 2019, 56% achieved this in Writing in 2019 and 56% achieved this in maths – the National result for Pupil Premium children in Reading in 2019 was 78%, for Writing was 83% and for Maths was 85%)
C.	PP children's progress will be carefully monitored through pupil progress meetings and interventions will be tracked through Vulnerable Learner Trackers (VLTs)	The gaps in PP children's learning are identified and closed quickly so that the gap is closed in each year group so there is no more than a 10% gap between PP and Non PP children. VLTs will detail the intervention and targeted support that PP children receive and progress recorded
D.	The high attendance of PP children will be maintained at above National The Learning Mentor will work with PP families to identify bespoke support according to need	Pupil Premium children's attendance will maintain at 97% or increase in 2020-21 Pupil Premium children have the support they need to succeed in school through bespoke 1:1 or group work with learning mentor Pupil premium children are given a breakfast each morning so no child is too hungry to learn



4. Planned expenditure					
Academic year	2020-2021				
Quality of Teaching for All					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve outcomes across the school by improving the consistency of good or better teaching and learning so that PP children close the gap with Non PP children nationally					
Pupil Premium children are supported appropriately and prioritised for interventions	Regular updates during staff meeting focusing on the progress of PP children	Swifter monitoring will enable gaps to close faster - £1,752 cover for teachers for Pupil premium reviews	Class teachers to report back that PP children are receiving appropriate support Half Termly	PP Lead	Class teachers to report to PP Lead who will evaluate the impact of provision to Governors
Teachers/TAs are given time to work 1-1 with children to go over any misconceptions or Pre-Teach so children understanding concepts before lessons	Feedback	1-1 Feedback between teacher and pupil – covered by TAs 1 hr per week - £10 x 39 = £390 x 6 classes = £2340	Monitor the % of pupil achieving Age Related Expectations	Class Teachers/TAs	Half Termly
To improve and continue to develop the effectiveness of leadership so PP children's progress is improved through targeted interventions and tracked over time by Pupil Premium leader					
Lesson Observation/drop ins/pupil interview and work scrutiny outcomes to demonstrate good provision for PP children	To monitor the progress of PP children during lesson observations to ensure the provision matches their needs	Swifter monitoring will enable gaps to close faster £876 – cover for key stage leaders	Key Stage leaders to monitor the progress of PP children during termly monitoring	Key Stage leaders	
Interventions are focussed on PP children's changing needs so they are able to catch up with their peers	Intervention Managers to check progress of Pupil Premium children after each data drop Intervention Managers to check plans are being adhered to		Pupil premium leader to check PP Pupils are receiving planned interventions regularly in order to catch up	PP Lead	PP Lead to report with regards to the support for PP at the end of each term.



Total budget allocation for Quality First Teaching					£4,968
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To improve standards and outcomes in English and maths so that PP children close the gap with Non PP children nationally in Reading, Writing and Maths					
PP children's gaps in Reading, Writing and Maths are identified and support is in place according to need, every half term	Class teachers to identify which PP children require additional support in Reading and Writing, using Assessment information and Gap Analysis		Core subject leaders through pupil progress meetings	Pupil Premium Lead	Core subject leaders to report to PP Lead with regards to the support for PP children in Reading, Writing and Maths
PP children who are behind in Reading catch up with their peers	PP children who are behind in Reading are read with daily at school	1-1 Reading (+5 months) - £1,365	Reading Lead to ensure PP children appear on intervention timetables and receive this support	Pupil premium Lead	Reading lead to provide report for PP Lead with regards to the support for PP children in Reading and Writing
Children's Reading Age catches up with or exceeds their chronological age	Reading interventions Lexia	TA to deliver intervention 3 x weekly for 20 mins groups across the school £4,621.50	Monitoring of data Impact observations by class teachers	Reading Lead/Class Teachers	Half Termly
Children's language and Communication in EYFS is in line with Age Related Expectations	Language and Communication Intervention 1 hour daily	Small group intervention for Speaking and Listening (+5 months) - £2,535 – TA to implement	Ongoing classroom observations	EYFS teacher	End of year data
Children's Comprehension Skills improve so children achieve Age Related Expectations for their year group	Group Guided Reading Intervention x3 weekly Weekly - TA	Small Group Reading for Comprehension Skills +4 months - £8,550	Monitoring of children's targets	Class Teachers	Half Termly



Children make good progress in Phonics so they successfully pass the Year 1/2 Phonics Screen	Phonics	Small group/individual intervention to catch up Phonics knowledge gaps +4 months - £7,125	Monitoring Phonics	Phonics Lead	After each Read, Write Inc Assessment
Children make good progress in maths to catch up their non PP peers	Maths intervention x 3 weekly - TA	Small group/individual intervention to catch up maths gaps - £8,550	Monitoring against children's targets	Class teachers	Half termly
<b>Additional Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice? (including EEF)</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>Total Planned Expenditure for Specific Learning Interventions</b>					<b>£32,746.50</b>
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice? (including EEF)</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<b>To improve the attendance of specific Pupil Premium families</b>					
Pupil Premium Children's attendance will remain high at 97%	Attendance	Target the attendance of Pupil Premium children with attendance below 95%	Half termly monitoring Home visits by LM Attendance Reviews	Learning mentor and Headteacher	Half Termly
<b>Behaviour Interventions</b>					
Children's self-confidence improves and they are able to access learning in the classroom more effectively	Targeted work with Learning mentor – Bereavement, behaviour, nurture, play therapy	Small group work supporting children's emotional development +4 months	Monitoring	LM	Half Termly



Children's emotional well-being is cared for so they access learning in the classroom more effectively	ELSA	1-1 support for children needing emotional support +4 months	– support amended as needed	LM	Weekly Monitoring
Parents can support children at home in terms of learning and behaviour. Parents feel supported by the school.	Parental Support Family Learning Workshops	Parents can support children at home in terms of learning and behaviour +3 months	As needed – targeted at families who need particular support	LM	Half Termly Review of the impact of support
With Me in Mind consultation	Cover for class teachers for consultation with With me in Mind team	Staff can discuss cases with staff around children's EMH needs £624	As needed – targeted at children who need particular support	DR	Termly review with WMIM team
<b>Total Planned Expenditure for Behaviour and Attendance Intervention (including the cost of LM)</b>					<b>£32,968</b>
<b>Other approaches-Wider Opportunities</b>					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice? (including EEF)	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Children have enrichment opportunities and activities	After school clubs – funded by John Bell grant	Children take part in after school club +2 months - £2,016 – weekly fee per PP child	Review the take up of PP children in After School Clubs - target pupils to attend	PP lead	Half Termly
Children learn musical instruments and their confidence level is raised	Music Lessons	Children are offered music lessons +2 months - £1,062	Review take up of musical instruments – target specific pupils	Office Manager	Half Termly
Children take part in residential trips	Residential visits – Scarborough trip in Y6/or alternative	Children are supported to attend +3 months - £1000	Ensure Pupil Premium children are targeted to attend residential trips	Y6 class teacher	Before residential trips
Children take part in educational visits	Trips - £40 per pupil per year	Children are supported to attend +3 months - £2,240	Ensure Pupil Premium children attend educational visits	PP lead	Before after educational trips



Children can access ICT equipment and are supported by a member of staff to complete their homework	After school homework club	Homework club is staffed in school once per week +2 months - £800	Target Pupil Premium children to attend	TA	Half Termly
<b>Total Planned Expenditure for Wider Opportunities</b>					<b>£7,118</b>

**Total Expected Expenditure for 2020 - 2021 = £77,800**  
**(Funding received for 2020-2021 =£76,665)**

## 5. Review of expenditure

### i. Quality of 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

### ii. Learning Interventions

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
<b>Maths Interventions</b>				







				Total Wider Opportunities	£
				<b>Total Expenditure for 2020 - 2021</b> (Funding received for 2021 – 2022)	<b>£</b>

<b>6. Case studies of intervention that have shown high impact.</b>				