



Richmond Avenue Primary and Nursery School

Pupil Premium Action Plan

2020- 2021

School Context

At Richmond Avenue Primary School we have high aspirations and ambitions for our children and we believe that no child should be left behind. We are determined to ensure that our children are given every chance to reach their full potential and continue to demonstrate our core values of Learning and Achieving Together.

The Pupil Premium Grant is allocated to children from low-income families who are, or have been, eligible for free school meals (FSM), children of service personnel and children who have been looked-after (LAC). The government believes that the pupil premium, which is additional to main school funding, is the best way to address the current underlying inequalities between these children and their wealthier peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most. From September 2016, schools are required to publish a Pupil Premium Strategy. This will ensure that parents are fully informed about the amount of allocation, barriers faced by eligible pupils, how the funding is to be spent, how impact will be measured and the date the strategy will be reviewed. We also publish how the allocation was spent for the previous year and its impact on eligible and other pupils. Our key objective in using the Pupil Premium Grant is to diminish the differences between pupil groups.

As a school we consistently track all pupils to ensure that they make good or better progress. Through targeted interventions we are working to eliminate barriers to learning and progress. For new pupils who start with low attainment on entry, our aim is to ensure that they make accelerated progress in order to reach age related expectations as they move through the school. Once at age related expectations we always continue to extend that learning further to ensure that they reach higher levels of attainment. We closely monitor and review how we are spending the funding to ensure the strategies are having an impact on pupil premium pupil's achievement.

Richmond's Pupil Premium Lead will work cooperatively with other Pupil Premium Leads in SECAT schools in order to share best practise, through the SECAT Pupil Premium Curriculum Strategy Group.

Amount of Pupil Premium Grant

2020-21

Disadvantaged pupils

Pupil premium per pupil

Pupils in year groups reception to year 6 recorded as Ever 6 free school meals (FSM)

£1,345

Pupils in years 7 to 11 recorded as Ever 6 FSM

£955

Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority

£2,345

Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, or child arrangements order (previously known as a residence order)

£2,345

Academic Year	2020-2021	Total PP Budget	PPG 2020-21: est. £110,290 Carry forward from 2019-2020: £22,536.53 TOTAL: £132,826.53
Total Number of Pupils on Roll (exc. Nursery)	404	Number of pupils eligible for Pupil Premium Grant	85 (21%)

1. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers *(issues to be addressed in school, such as poor oral language skills)*

1	Gaps in prior learning for PP children in all year groups, widened due to C-19 school closure.
2	Social, emotional and behavioural barriers to learning, exacerbated by C-19 school closure.
3	Greater proportion of PP children on SEND register.

External barriers *(issues which also require action outside school, such as low attendance rates)*

4	Low attendance and punctuality and persistent absenteeism.
5	Low aspirations and expectations. Lack of 'cultural capital'.

2. Desired outcomes (intent)

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
1	To ensure that PP children's attainment moves to broadly in line with national standards across all subjects, by ensuring accelerated progress for these children.	PP pupils make accelerated progress in Reading, Writing and Mathematics from their starting points (academic data, baseline to year end point).
2	To support PP children's social, emotional and mental health needs.	Soft data –learning mentors'/play therapists' assessment of needs vs outcome; children's' self-assessment; parents' assessment.
3	To identify and overcome PP children's SEND barriers to learning.	Staff use appropriate tools (eg Boxall) to identify and overcome SEND barriers to learning.
4	To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress for identified pupils.	Difference in attendance between PP and NPP children diminishes.
5	To promote higher aspiration for the PP children and to give the children wider experiences of the world around them.	Pupils have a good understanding of the opportunities available to them and strive to achieve their best. Pupils access positive experiences in the wider world.

Overarching Strategy

A Tiered Approach

Teaching Spending on improving teaching might include professional development, training and support for early career teachers and recruitment and retention. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.

Targeted academic support Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.

Wider strategies Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category.

[adapted from THE EEF GUIDE TO THE PUPIL PREMIUM]

1. To ensure that PP children's attainment and progress moves to broadly in line with national standards across all subjects.

Expenditure budgeted: £80,000:

0.5 FTE teacher £25,000 75% Pupil Premium Champion (KS1) salary + 35% on costs £7948.45 Tutoring £10,000 CPD £10,000
 Lexia reading intervention £3850 Home Access e-libraries (Bug Club) £799 50% Maths Whizz (IT Maths resource/home learning) £2497.50
 50% Reading Eggs (IT Reading resource/home learning) £2381.40

TOTAL planned spend £62,476.35 (contingency (£17,523.65))

Intent	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff Lead	Impact
To overcome low starting points on entry into the EYFS.	<ul style="list-style-type: none"> Provide CPD for EYFS staff to ensure high quality QFT Provide age-appropriate home learning IT resource (Bug Club) to allow pupil premium pupils access to high quality reading material 	See Nursery and Reception baseline data	PP Lead will regularly liaise with EYFS Phase Lead and Assessment Lead to ensure that EYFS PP pupils are making accelerated progress in order to overcome lower starting points than NPP pupils	EL	
To identify and fill the gaps in prior learning for PP pupils in KS1 & KS2. Gaps are identified and targeted through interventions/QFT (including provision of home learning).	<ul style="list-style-type: none"> Provide additional teacher for Year 5 & 6 maths sets (4 daily sets in each year group) Provide CPD to ensure high quality QFT Provide one to one tutoring for identified PP pupils to allow for accelerated progress (<i>National Tuition Partners funding</i>) PP Champion to work with identified PP pupils and groups in KS1, focusing on accelerating progress in basic skills in phonics, writing and maths Provide high quality, individualised programmes of learning (via Lexia) for identified PP pupils to enable rapid progress in reading 	See year groups' gap analysis trends Autumn One Education Endowment Fund: "Sustained support will be needed to help disadvantaged pupils catch up It is highly likely that the gap will have widened when pupils return to school, even if the strongest possible mitigatory steps are put in place. Catch-up provision, including assessment of lost learning and targeted support, will be essential. However, it is unlikely that a single catch-up strategy will be sufficient to compensate for lost learning due to school closures."	Monitoring of the quality of teaching: learning walks, book scrutiny, teaching observation, data analysis Identification of training need for middle leaders (subject leads and phase leads). KS1 and KS2 gap analysis used to prioritise support for individual PP pupils, identify their learning need and target support (PP Champion intervention, setting, tutoring, Lexia) to have maximum impact on progress. Provision of high quality CPD, particularly in the area of	DM	

		<p>National Tutoring Partners: “There is extensive high-quality evidence demonstrating the potential of one-to-one and small-group tuition as a cost-effective way to support pupils who are falling behind in their learning. The Teaching and Learning Toolkit suggests it can boost progress by up to +5 months. Randomised controlled trials funded by the EEF have also found positive effects for a range of tuition models. It’s estimated that around 80% of disadvantaged pupils currently don’t have access to quality tuition.”</p>	<p>meta-cognition. Reporting of impact of spend to linked governor for PP (VB) Pupil Premium Champion to maintain communication with PP pupils who are absent from school due to C-19 isolation to ensure that they are supported in completing learning at home.</p>		
--	--	--	---	--	--

2. To support PP children's social emotional and mental health needs

Expenditure budgeted: £40,000

50% Two learning mentors salary plus 35% on costs: (£9467.55 + £7418.25 =) £16,885.80

Play therapy £17,000 (£60ph x 6 children per week x 40 weeks = £14,400 + prep costs, letters, communication with parents etc @ est. £2,600)

TOTAL planned spend: £33,885.80 (contingency £6,114.20)

Intent	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff	Impact
To ensure that Pupil Premium pupils social and emotional barriers to learning are overcome so that pupils care ready to learn.	Provide on-going regular learning mentor support for identified pupil premium pupils who need emotional or social support. Provide play therapy sessions for identified EYFS and KS1 pupil premium pupils.	Educational Endowment Fund: "Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. While many barriers may be common between schools, it is also likely that the specific features of the community each school serves will affect spending in this category."	Weekly pastoral care meetings attended by learning mentors LD and ST as well as SENCO. Regular updates on Safeguard to communicate change in support needed and provided Entry and exit data (hard and soft data) provided by teachers and play therapist for those PP pupils accessing this provision.	DM	

3. To identify and overcome PP children's SEND barriers to learning.

Expenditure budgeted: £5,000

Boxall Online Assessments x200 credits £200 CPD/resources £4,000

TOTAL planned spend: £4,200 (contingency £800)

Intent	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff	Impact
<p>Pupil Premium pupils with SEND receive targeted support through accurate assessment of learning need and intervention.</p>	<p>Improve available resources to enable staff to more swiftly and accurately assess SEND learning need for identified pupil premium pupils. Provide SEND interventions focused on improving outcomes for pupil premium pupils with SEND</p> <p>Provide CPD for teachers, SENCO and staff delivering SEND interventions so that SEND provision is consistently high quality.</p>	<p>Special educational Needs and Their Links To Poverty (Joseph Rowntree Foundation): "Across the UK, schools should use rigorous assessments to identify SEND, including deploying trained specialists where possible." "...training for SENCOs should include support on the strategic elements of their work, such as managing one-to-one support, skilled identification of need and developing strategies of support for children with SEND and their parents."</p>	<p>PP children with SEND needs to be identified (inc using Boxall). Individual Education Plans for all SEND pupils to provide targets and strategy to reach them. DM to liaise with SENCO and class teachers to ensure that support for PP children with SEND is targeted effectively. Staff training needs and resources for SEND pupils to be identified and sourced.</p>	<p>DM ET</p>	

4. To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress for identified pupils.

Expenditure budgeted : £4,000

Attendance prizes £500 25% CD salary + 35% on costs £2,649.49

TOTAL planned spend: £3,149.49 (contingency £850.51)

Intent	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff	Impact
<p>To raise attendance for pupil premium pupils so that their opportunity achievement is maximised.</p>	<p>Identify pupil premium pupils whose attendance is less than 'good' (95%) Intervene through:</p> <ul style="list-style-type: none"> • Pupil Premium Champion parent communication and support for targeted PP children with low attendance • Incentivising good attendance through attendance prizes for class with highest percentage attendance • Work with Early Help to ensure that Level 2 and 3 intervention is actioned for persistent absence 	<p>Education Endowment Fund: "There is a risk that high levels of absence after schools formally reopen poses a particular risk for disadvantaged pupils." "Interventions ... are likely to be most effective when deployed alongside efforts to improve teaching, and attend to wider barriers to learning, such as attendance and behaviour."</p>	<p>Attendance Officer to give DM weekly PP attendance figures. DM to agree focus children for CD/home communication. 'Attendance teds' to be given to highest attending class in each key stage in Friday's celebration assembly. Attendance graded on children's' end of year reports. Prizes given to highest attending pupils in school.</p>	<p>SR CD DM</p>	

5. To promote higher aspiration for the PP children and to give the children wider experiences of the world around them.

Expenditure budgeted : £3,000

Subsidised school trip and visitor experiences £3,000

TOTAL planned spend: £3,000

Intent	Chosen action/approach	What is the evidence and rationale for this choice?	How will we ensure this is implemented?	Staff	Impact
To ensure that pupil premium pupils have equal access to cultural capital.	Develop good communication with PP families primarily through PP Champion. Identify those children whom, without school's financial support, will not be able to take part in residential trips or educational visits. Fund residential trips and/or educational visits for identified children.	"It is ... of considerable relevance for education that children from all social backgrounds have better experiences of out-of-school activities. Wikeley found that young people from families in poverty participate in fewer organised out-of-school activities than their more affluent peers. Through their lack of participation in out-of-school activities, young people in poverty are denied important learning experiences which may affect their engagement in the more formal learning in school." <i>Joseph Rowntree Foundation, Experiences of Poverty and Educational Disadvantage</i>	PP Champion will support DM in identifying and communicating with PP families for whom financial support will be essential to allow PP children to participate in residential trips and educational trips	CD DM	

Priority	Intent	Spend Allocated
1	To ensure that PP children's attainment moves to broadly in line with national standards across all subjects, by ensuring accelerated progress for these children.	£80,000
2	To support PP children's social emotional and mental health needs	£40,000
3	To identify and overcome PP children's SEND barriers to learning.	£5,000
4	To improve the attendance of Pupil Premium Pupils to ensure that they are in school regularly and on time promoting increased attainment and progress for identified pupils.	£4,000
5	To promote higher aspiration for the PP children and to give the children wider experiences of the world around them.	£3,000
	Total Allocated	£132,000
	Contingency	£826.53

How Will the School Measure the Impact of Pupil Premium Expenditure?

To monitor attainment and progress, the school implements rigorous monitoring and tracking of pupil achievement. For example, in the first Autumn half term, all teachers, supported by the school's leadership, will undertake a thorough gap analysis in reading, writing and maths so that they can identify where the common gaps in learning are caused by the extended school closure due to C-19. This is then to be used to adapt teaching, support and intervention to quickly address any gaps. A baseline of the performance of PP children when compared to NPP children will be based on gap analysis, test results and teachers' own assessments at the end of the first half of autumn term

Review meetings will take place throughout the academic year (every half term) and will include members of the Senior Management Team and teachers. At each meeting, colleagues will review the impact of the actions taken and will plan how to adapt whole class, small group and individual teaching to best target the learning needs identified at the meeting. The baseline performance of PP children will be a focus of these meetings, with action planned to replicate any improved performance and swiftly address any lower performance.

Attendance will be measured weekly by comparing PP and NPP attendance in every class.

Progress and attainment of PP children and comparison to NPP children will be reported regularly to the school's Academy Committee and SECAT, as well as being summarised for parents and other stakeholders at the end of the year in a published report.

