

Pupil premium report for Rawmarsh Sandhill Primary

Pupil premium spending 2020-2021

SUMMARY INFORMATION			
Date of most recent pupil premium review:		Date of next pupil premium review:	
Total number of pupils:	252	Total pupil premium budget: (April 20 - March 21)	£143775 based on current numbers
Number of pupils eligible for pupil premium:	85 (currently on role) (71 FSM) (inc 16 x post LAC)	Amount of pupil premium received per child:	£1,345 £2,345 post LAC £106,255 £37520

STRATEGY STATEMENT

Pupils in Key Stage 2 have performed above National in the previous two years and were projected to do so again for the 2019-20 data set.
Pupil Premium pupils attained less well than their non-pupil premium peers but attained better than the pupils in the EEF family of schools comparison.
There is still work to be done to ensure that the gap between their peers in school is fully closed.
Pupils are entering school with considerably lower baselines and additional SEMH needs.
Children in KS1 have attainment considerably lower than National

School have implemented a whole school approach to phonics and reading (SfA) to address low KS1 attainment
 SfA has not yet had the required impact and is not fully embedded due to the Covid School closure
 A new approach has been introduced to writing post lockdown but is still in its infancy
 Pupil Premium funding enables teaching to take place in smaller groups tailored more carefully to needs
 Support for Speech and language enables children to progress in their communication skills and therefore be more able to access the rest of the curriculum
 A mentoring programme for Pupil Premium children will support all pupil premium children regardless of their levels of attainment and encourage them to be the best that they can be

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

A	Low levels of Speech and Language impact upon the overall ability of the children to progress. Children struggle to be able to articulate their thoughts and feelings clearly.
B	Low levels of tier 1 and tier 2 vocabulary impact on children's ability to progress in reading and writing. This in turn impacts on other areas of the curriculum due to difficulties with comprehension.
C	Low phonics levels creates a barrier for accessing reading and the wider curriculum.

ADDITIONAL BARRIERS

External barriers

D	Low levels of parental engagement impact on the ability for children to achieve their full potential. Support at home is often limited due to non-engagement with opportunities.
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E	SEMH needs and/or low attendance due to Covid and non Covid related factors.
F	

INTENDED OUTCOMES		
Specific outcomes		Success criteria
A	To overcome barriers to learning in all aspects of English and Maths to ensure that every child reaches their full potential.	<p>There will be a gap of no greater than 10 percentage points between pupil premium children and their peers in reading, writing, maths and phonics</p> <p>Children will make better than expected progress from their September baseline</p> <p>The gap will be closed on lost learning and children will be back on their flightpath based on end of key stage assessments prior to lockdown</p>
B	To raise aspirations of pupil premium children and help them to plan towards achieving their goals	<p>Pupils will be able to articulate their goals</p> <p>Pupils will know the steps that they need to take in order to achieve these goals</p>
C	Pupils will have their social and emotional needs met.	<p>Children will have had their needs identified by class teachers.</p> <p>They will access a bespoke programme of intervention to meet their needs (ELSA, 1:1 Learning Mentor support)</p> <p>Pupils will progress academically due to their emotional needs being met</p>
D		

Planned expenditure for current academic year

ACADEMIC YEAR 2020-2021					
Quality of teaching for all					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Implementation of SfA approach to reading, and phonics and Write Stuff approach to writing .	To raise attainment & progress for all children in reading and writing to be at least in line with National in all phases of school.	Low starting points EYFS (GLD 2018 60% 2019 67%) Phonics screening results (2018 63%, 2019 63%) and KS1 (Reading 2018 72%, 2019 60% and writing 2018 62% and 2019 52%) highlight the need for quality teaching through a structured approach. The skills taught in SfA map to the guidance provided by EEF on Early Literacy and Improving Literacy documents.	Small group sessions will be delivered to all children across school. Groupings will be based on stage of learning rather than age, using phonic and reading assessment data, ensuring that each child has their needs catered for through the carefully differentiated material used to teach. 9 TAs teaching SFA across school - small groups – 3 hours daily (staffing budget) £33,625 Training budget for professional development in £10,000	JP	July 2021

Facilitate smaller groups in maths sessions and time limited interventions	To raise attainment & progress for all children in maths to be at least in line with National in all phases of school.	Low starting points in maths (KS1 2017 63%, 2018 79%, 2019 49%) highlight the need for	(staffing budget) £10,000	KLG	Termly
All staff (teachers and TAs) to receive 10 hours CPD re: Write Stuff approach to teaching writing.	All staff to receive quality CPD and be confident in supporting children within their writing sessions, particularly with their language development.	A large proportion of our children have low levels of vocabulary and understanding. With all staff receiving training re: the importance of language collection and modelling and a shared approach to the teaching of writing, staff can support children more effectively.	Regular discussions at staff meetings. Writing moderation. Drop ins. £500 training resources	JP ALo	Half termly
Online learning subscriptions to be provided for all children for maths and English.	For all children to have access to a range of engaging learning activities to consolidate and enhance classroom teaching. In the event of lockdown, all will be able to access appropriate levels of differentiated online learning due to	EEF evidence suggests that there is a positive impact on learning through technology. Simply having the technology in place is not enough. The programmes need to be used in a structured way and integrated into the school systems and procedures.	Monitoring of timetabled used of the the programs Monitoring of home learning Rewards for pupils built into school awards assemblies My Maths £270 TT Rockstars £100 Active Learn £1700 White Rose Premium £100	NA KLG	Half termly

	assessments as part of programme and teacher input.		Total £2170		
Total budgeted cost:					
Targeted support					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
All children in EYFS to be screened by speech and language and identified for additional interventions as required.	Children to be identified early for input from SALT or TA delivered interventions.	Almost 10% of disadvantaged pupils have been identified as requiring additional speech and language interventions. This screening needs to be accurate and timely with recommendations made by a professional SALT.	EYFS lead and staff to regularly liaise with SALT to discuss progress, support and interventions offered and follow up on any recommendations for environment/whole class teaching etc. SpL Therapist £5000 I Can intervention £2400 SpL and interventions directed by therapist £2400	HCh	Termly
To hold termly "mentoring" meetings between disadvantaged pupils and teaching staff to identify specific areas to develop and	For children to have personalised plans to focus on specific strengths and areas to develop, allowing children to achieve in all areas.	Although the EEF guidance varies re: mentoring, we know that many of our children have very few positive role models. Due to the wide and complex range of needs of our children and families, we will offer a termly "mentoring/coaching" meeting, as well as frequent "check ins" which will enable a personalised	Regular discussions at staff meetings. Pupil voice. Release time for staff Release time £4000	J Palmer	Spring term

generate individualized plans as required.		plan to be developed for the individual child, offering bespoke provision, interventions and enrichment opportunities as needed.			
Enrol pupils into the 'Brilliant Club'	To raise aspirations for disadvantaged pupils around University	To ensure that more able disadvantaged pupils are aware of future life choices around University and give them the belief and understanding that this is an option for them	2 places at brilliant club at at cost of £175 per child (total £300) In school mentor to support the process 5 days release at a cost of £200 per day (total £1000)	ALo	July 2021
To support SEMH needs identified and deliver ELSA interventions..	To improve pupil wellbeing, build resilience and enable coping strategies for disadvantaged pupils to enable them to reach their full potential	55% of disadvantaged pupils have been identified as requiring additional SEMH support. This support is at a wave 2 or wave 3 level and covers a range of needs including attachment, bereavement and building positive self-esteem and work around identity.	Regular discussion at SLT with contributions from learning mentor. SENCO to maintain regular contact and updates. £22000 LM salary £500 TA salary to support delivery Total £22500	JAL	July 2021
To facilitate early mental health intervention y providing support for children with specific issues	To support the wellbeing of pupils with significant need as identified through working in partnership with Mental Health Services	55% of disadvantaged pupils have been identified as requiring additional SEMH support Fortnightly meetings are held with the 'With me in Mind' mental health support team to identify pupils needing specialist support	Work with the With me in Mind team to identify children who need bespoke support the from school counsellor. Discus progress with mental health counsellor and exit in a timely manner £4000	NA	Monthly

Other approaches					
Action	Intended outcome	What's the evidence and rationale for this choice?	How will you make sure it's implemented well?	Staff lead	When will you review this?
Magic Breakfast to be provided for the whole school until Easter 2021	All children will have a positive start to their day by eating a healthy breakfast	For many children there is a stigma to being hungry. Hunger has an impact on a child's ability to function and learn. By making breakfast available to all, this removes the barrier to hunger and provides the child with the best start to their day. Although breakfast club as childcare is unable to operate currently, children are being provided with a breakfast to help them get their day off to the best possible start.	Dedicated staffing prepare and deliver the bagels. (Staffing cost £4000) Contingency plan in place in case of the need to isolate for whole bubble closure, partial bubble closure or whole school lockdown	NA	April 2021
Whole school reading reward scheme with access to a range of high quality and age appropriate texts Purchase additional home reading texts to ensure there is enough stock available for books to be quarantined	Children will have access to a wide range of phonetically decodable home reading books Children will participate in the whole school reading challenge Children will experience a range of age/stage appropriate texts	Lack of reading skills is the biggest barrier to a pupil's life chances. Being able to access quality texts at an appropriate level through school vital to develop skills and a love for reading	Launch whole school reading reward and link to specific assembly Purchase new reading books to supplement existing stock to ensure there is enough choice for children whilst books are in quarantine £20000	NA	Termly
				Total budgeted cost:	£121895
				Contingency	£21880

Review of expenditure from previous academic year

PREVIOUS ACADEMIC YEAR				
Quality of teaching for all				
Action	Intended outcome	Impact	Evaluation	Cost
To facilitate the teaching of the SfA and maths programmes of study through school via smaller group inputs	To raise attainment & progress alongside raising confidence for children with moderate difficulties in reading, writing, speech and language and maths in Y1 and Y2.	Children working in smaller targeted groups, assessed and regrouped according to assessment data until school closure	No end of year exit data due to Covid closure.	£43625
Purchase of online home and school resources: My Maths, TT Rock Stars, Bug Club and Espresso Discovery and ABACUS TA – to run	To raise attainment & progress alongside raising confidence for children with moderate difficulties in reading, writing,	Children accessed resources in school and children targeted for support through homework club.	Some children accessed the online platforms during lockdown however some children did not have access at home and	£2400

Homework Club at Lunchtimes – 1 hours daily	speech and language and maths in Y1 and Y2.	Resources available for children to access at home during lockdown	therefore could not benefit from the resource	
Targeted support				
Action	Intended outcome	Impact	Evaluation	Cost
Encourage more parental engagement through parent workshops.	A greater percentage of parents to attend workshops More support for children at home with parents supporting Raise expectations and attainment for children in EYFS	Workshops in Early reading and KS1 and KS2 maths delivered. Feedback taken from parents as to what additional workshops they would like – they have identified a focus on key areas of maths and working alongside their children in a workshop	Additional workshops did not happen due to the Covid 19 school closure.	£8000
Speech and Language intervention – ES&L therapist TA – 1 hour daily S&L TA – 1 hour daily 'I Can programme' speech and language with FS2 X2 Level 3 TAs – 2 hours daily – supporting interventions of reading, writing and maths through SFA	To raise attainment & progress alongside raising confidence for children with moderate difficulties with speech and language in F1 and F2.	Speech and language therapist screened children and set programmes. 64% PP children accessing SALT interventions	Although children were identified through screening, speech and language interventions were unable to be completed therefore there is no exit data available. Children's needs to be addressed this academic year.	£14413
Purchase quality texts for disadvantaged children that they are able to take home	PP children will have access to high quality reading texts that they are able to take home.	Books purchased but unable to be used during lockdown	Books unable to be shared during lockdown period but are now on shelves for the new academic year	£10000
Other approaches				

Action	Intended outcome	Impact	Evaluation	Cost
Breakfast club for children to ensure healthy start to the day, attendance and punctuality. 15 paid spaces each day and 15 spaces at a reduced cost of 50p daily.	To raise self-esteem and confidence of children eligible for PPG, ensuring a settled start to each day. To raise attendance and punctuality.	The attendance of PP children for the period of time up to the school closure period was higher than that of non pupil premium children	Successful strategy in terms of the children targeted. Not viable to continue breakfast club in the period of time following Covid due to the restrictions in place.	£6600
Additional hours for Learning Mentor to focus on 1:1 attendance and social/emotional issues with children and their families. Including TAC, TAF, CP meetings. Level 3 TA – Attendance administration 1 hour per week ELSA support for children identified through vigil meeting	Reduce persistent absence; raise attendance of PPG children to 96.5% and above. Raise attainment of low attaining children across school (particularly in Y2/Y6) Address confidence, self esteem issues, Working with vulnerable families	The attendance of PP children for the period of time up to the school closure period was higher than that of non pupil premium children No exit data for attainment.	Successful strategy for attendance. Lack of exit data makes it difficult to assess the impact of SEMH interventions Learning mentor became part of safeguarding team during lockdown and carried out doorstep visits to vulnerable families, providing SEMH work packs to support	£26260
Early 'mental health' intervention – individual support for children with specific issues. (KayeTrezize)	To raise attainment of lower attainers in Yr 2 and Yr 6 at risk of not attaining age expected. Encourage enthusiasm for school – increase attendance. Raise self-esteem and engagement.	3 PP children accessed counselling prior to lockdown	It is difficult to assess the impact of the interventions due to additional complications caused by lockdown.	£3700
Financial support for children on residential visits/trips.	Raise attainment and aspirations by increasing curriculum engagement through equal access on residential visits and school trips. To ensure that particularly vulnerable pupils have bespoke provision to ensure they receive	Children accessed trips to cineworld, Eden Camp and Sherwood Forest.	Children were unable to access the full offer on trips/residential due to closure	£8830

	the same life chances as their peers			