

## Pupil premium strategy statement

1. Summary information					
School	Ravensworth Terrace Primary School				
Academic Year	20-21	Total PP budget	£98,160	Date of most recent PP Review	April 2021
Total number of pupils	347	Number of pupils eligible for PP	81	Date for next PP Strategy Review	April 2022

2.Current attainment – We are unable to present data for the previous academic year as COVID -19 prevented statutory assessments for ETFS, end of KS1 and KS2.	
3.Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Pupils being ‘ready to learn’ in class including mentally/emotionally.
B	Some pupils may have social communication difficulties which can impact upon learning. <b>A-C</b> Impact of pandemic
C.	Children are not working at an age-related standard as a result of ‘loss of learning’ and have conceptual gaps or misconceptions
D.	Level of cultural capital may be variable – vocabulary, cultural experiences
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
A.	Some pupils eligible for PP have lower attendance and punctuality rates than non - PP pupils
B	In some cases, parental engagement with school, remote learning and the value of learning achievement can be challenging

4.Outcomes <i>(Desired outcomes and how they will be measured)</i>		Success criteria
A.	Social and emotional skills which give pupils the resilience, persistence and motivation to deal with the stresses and the rebuffs of everyday life are developed to enable PP pupils to make progress.	Pupils eligible for PP have strategies to use to help them filter barriers to learning and improve access to the curriculum and make progress.
B.	Children interact appropriately with their peers and have positive social relationships.	Children can self-manage behaviour and form social relationships which allow learning to be accessed and expected progress to be made.
C.	Children make expected progress across the year, especially in reading and using more varied vocabulary	Children make expected progress in reading

<b>D.</b>	Continue to expose children receiving PP funding to a rich curriculum and a range of cultural experiences to enable all aspects of their development to be fulfilled.	Children have access to a variety of enrichment opportunities beyond the academic curriculum and can therefore move their own learning forward and make expected progress.
<b>A.</b>	Attendance for PP children improves, and they attend on time.	Improved attendance allows access and consolidation of learning; children make expected standard across the year.
<b>B.</b>	Engagement of families in children's learning. Measured through pupil progress meetings and engagement in Remote learning when necessary.	Families support children with their learning. Children make expected progress.

5.Planned expenditure						
Academic year		2020/21				
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						
i. Teaching						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost

A Recovery curriculum enables all pupils to catch up on lost learning caused by COVID 19 restrictions.	LA and mastery specialist Recovery Curriculum adopted	High quality support and interventions tailored to specific needs. Immediate feedback is evidenced to have a significant impact on children overcoming learning barriers. Children review previous content and deepen understanding. Gap does not widen. Catch up funding used to fund extra staff and IT equipment.	Use of teachers and TAs will ensure effective teaching and learning. Monitor deployment and effectiveness of Interventions through data tracking of PP children. Teaching timetables ensure adequate time for basic skills and revision.	SLT & Phase leads	Termly- review of groups of children and which intervention they are accessing.	Release time for Pupil progress meetings £2000 TA £ 18,325 Staff to provide targeted support £53, 533 in addition to catch up funding.
Children are engaged with the curriculum and their own learning through the ability to access a wide range of learning opportunities and cultural experiences.	Through PP, school will fund educational visits, learning opportunities and residential.	Children are given a broad and balanced curriculum where no barrier narrows the children's experience.	School Business Manager and Administrator monitor spend and access. Subsidise educational visits, after school clubs and breakfast phonics group for PP children.	SLT & Phase leads	Termly- review of groups of children and which before /afterschool opportunities they are accessing	Cornerstones curriculum over 3 years £1000 per year Subsidise visits and after school clubs - £5000 Breakfast club staffing £5000

Children will be emotionally ready to learn and make good progress across their learning.	Children will be supported in class, group and 1-1 sessions to support their emotional wellbeing, following the disruption caused by COVID19. Resources will be used to support children and enable them to communicate their anxieties and find ways in which they can manage their feelings.	Evidence shows that PSHE education can improve the physical and social wellbeing of pupils. Pupils with better health and wellbeing achieve better academically. PSHE Education: A Review of Impact and Effective Practice, DfE 2015	Review on a half termly basis	SLT & Phase leads	Half termly	Elsa training for SENDCo to disseminate to staff - £600 Ed Psych training for staff 10.5 hrs - £920 Resources – Panicosaurus - managing anxiety in children, the incredible five point scales, starving the anxiety gremlins - £50
<b>Total budgeted cost</b>					<b>£ 86,428</b>	
<b>ii. Targeted support</b>			<b>iii.</b>			
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review	Cost
Improve mental health, well-being and readiness to learn of PP children	SENDCo, CTs and TAs to work with children to enhance their emotional well-being and readiness to learn through intervention. OPAL play – continue to develop and children engage in positive play. Planned brain breaks, Circle time sessions. Use of Elsa resources and Zones of Regulation in all classes.	Identified pupils need support with their emotional well-being and readiness to learn / independence and this can often be a barrier to learning. OPAL – Outdoor Play and Learning The Zones of Regulation – a programme to foster self-regulation and emotional control by Kuypers	Learning plan reviews Pupils emotional well being Pupil Progress meetings Pupil outcomes OPAL steering group feedback Review of Zones of Regulation in each class.	CB, AR, Phase Leads.	Termly- Reports compiled which will review groups of children and their progress towards given targets	Zones of Regulation – Training from AR, purchase of book, time to make resources £200 Subsidise visits and after school clubs.

Increase attainment and progress of PP children throughout the school so that their attainment and progress is in line with non-PP children.	SENDCo and TA work alongside PP children delivering immediate feedback and pastoral support	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. This includes immediate feedback and prompting and cueing techniques.	Pupil Progress Meetings with focus on PP children and their English and Maths targets Deploy staff to work with children to address barriers to learning. Progress data reflects targeted and focussed intervention.	CB, AR, Phase Leads	Termly- review of groups of children and which intervention they are accessing.	Training courses - £5000
The gap between PP and non-PP pupils in reading reduces. Pupils make rapid progress and use basic skills fluently in reading comprehension.	Continue using Lexia, Reading Plus. Engaging in a free trial of Oxford Reading Buddy. Purchased Oxford Owl e-library to offer a wide range of texts and motivate children. Extra 1-1 reading sessions with those children not at ARE. Focus on reading skills linked to texts.	Our experience shows technology engages our pupils. We know the programs used will: -provides a personal program for pupils -focus on specific skills that pupils need to review and build upon	Monitoring interventions – pupil progress is tracked termly	CB, Class teachers, Phase leads		<p>Oxford owl e library £773</p> <p>Reading plus £2,383.40</p> <p>Lexia £2,310</p>
<b>Total budgeted cost</b>					<b>£10,666.40</b>	
<b>iv. Other approaches</b>						

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?	Cost
Staff and children are aware of mental health and the impact it can have on progress	Pro-active approach by all teachers to ensure that good mental health is a priority across the school.	Flexible support is given where needed to individuals. Staff take responsibility for identifying barriers to learning and resources needed to ensure the pupils can achieve. Wellbeing questionnaires completed by children after the first lockdown on their return to school in September. Close contact with parents via Class Dojo.	Phase leads communicate regularly with teachers about mental health needs of children and progress. Access to CPOMS information used to develop awareness of barriers to learning.	CB, Mental Health Lead/SENDCo	Ongoing	CPOMS - £846 per year
Increased attendance and punctuality rates for pupils eligible for PP thereby reducing the % who are classed as persistently absent	DHT & SENDCo monitors and works closely with families. DHT and SENDCo will signpost parents to any support required.	Continue to improve and maintain the punctuality and attendance of children, ensuring they have access to all support networks available and are aware of any help available to them.	Half termly attendance figures used to identify and monitor families whose children's attendance is a cause for concern. Attendance will be monitored for absences according to COVID guidance.	CB, Phase Leads, DT	Weekly/half termly	
Total budgeted cost					£846	
Overall total budgeted cost					£846	

6.Review of expenditure				
Previous Academic Year				
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
Progress across all key stages for pupils eligible for PP is in line with non-PP children including a higher percentage of PP children achieving at greater depth.	Support (Teacher and TA) used to target children for immediate feedback in lessons. Support to provide extra support for PP learners. Resources for supporting PP children in their development.	Up until the beginning of COVID-19 pandemic and national lockdowns disadvantaged children were making progress from their starting points. During the pandemic identified disadvantaged and vulnerable children were identified and supported to be part of continued school provision.	Deferred until next academic year – focus on catch up and recovery curriculum until Autumn 21	
Children engaged with curriculum and their own learning through the ability to access a wide range of learning opportunities.	Through PP school will fund educational visits, learning opportunities and residential.	COVID – 19 pandemic had significant impact upon children’s ability to experience school trips, outside learning experiences and clubs. Up until March 2020 children were supported to complete and maintain this.	To continue when all lockdown restraints are lifted.	

ii. 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
Improve mental health, well-being and readiness to learn of PP children	SENDCo, CTs and TAs to work with children to enhance their emotional well-being and readiness to learn through intervention. OPAL play – continue to develop and children engage in positive play	OPAL has allowed children to practice social relationships in an open environment. This meant key relationships were developed further and children felt ‘safe’ to learn.	To continue and in addition to this the Zones of Regulation and Elsa resources are used to address the issues that have presented when children have returned to school after lockdown 2.	
Increase attainment and progress of PP children throughout the school so that their attainment and progress is in line with non-PP children.	SENDCo, class teachers and TA work alongside PP children delivering immediate feedback and pastoral support	Up until the beginning of COVID-19 pandemic and national lockdowns disadvantaged children were making progress from their starting points. During the pandemic identified disadvantaged and vulnerable children were identified and supported to be part of continued school provision.	To continue and in addition to this the Zones of Regulation and Elsa resources are used to address the issues that have presented when children have returned to school after lockdown 2.	
iii. Other approaches				
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



Increased attendance and punctuality rates for pupils eligible for PP thereby reducing the % who are classed as persistently absent	DHT monitors and works closely with families. DHT and SENDCo will signpost parents to any support required. Incentive scheme for PP children to target attendance	Where attendance had been poor for certain disadvantaged children their levels of attendance had improved up until COVID – 19 pandemic.	To continue tracking poor attendance.	

## 7.Additional detail

In this section you can annex or refer to **additional** information which you have used to support the sections above.