

Riccall Community Primary School pupil premium strategy statement

What is the Pupil Premium Grant?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

Pupil premium funding is available to:

Local authority maintained schools, including special schools and pupil referral units (PRUs)

Voluntary-sector alternative provision (AP), with local authority agreement

Special schools not maintained by the local authority (NMSS)

Academies and free schools, including special and AP academies

1. Summary information					
School	Riccall Community Primary School				
Academic Year	2020/21	Total PP budget	£36,210	Date of most recent PP Review	19.07.2020
Total number of pupils	188	Number of pupils eligible for PP	27	Date for next internal review of this strategy	19.07.2021

2. Current attainment		
Of 23 pupils eligible for PP in July 2019,	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average for Y6)</i>
% at age-related expectations in reading, writing and maths (Y1-6)	22%	64%
% at age-related expectations in reading (Y1-6)	39%	75%
% at age-related expectations in writing (Y1-6)	28%	78%
% at age-related expectations in maths (Y1-6)	33%	76%

3. Barriers to future attainment (for pupils eligible for PP, including high attaining)	
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A.	Guarding against inconsistencies in the quality of teaching across the school, resulting in gaps in pupils' subject knowledge.
B.	Pupils' social, emotional and mental health needs can impact on readiness to engage with learning.
C.	Limited speech and language skills which impacts on learning, especially in reading comprehension and writing.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	A lack of regular routines including home reading, homework, spellings and having correct equipment in school (e.g. PE kit).

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>The school policies for writing and maths will continue to ensure consistency in the teaching of these subjects across school. A monitoring, support and accountability policy will also be used to ensure that these policies are being adhered to. Subject leaders will regularly monitor books, and the HT will regularly drop into lessons to monitor practice.</p> <p>Foundation subjects will be taught by 'specialist' teachers across KS2 to ensure quality of teaching, accountability and coverage. This will ensure our curriculum remains broad and inspiring.</p> <p>Subject leaders will be experts in their field and will be supported in developing effective leadership skills to support and challenge others.</p>	<ul style="list-style-type: none"> • Reading, writing and maths are taught consistently across school, allowing children to build upon previous knowledge effectively. • Regular monitoring takes place to ensure the above. • Lesson studies provide opportunities to reflect upon their practice and identify any further CPD needs. • Leaders challenge practice that isn't good enough and support teachers to improve. • Leaders of reading and maths attend training to support development of their leadership skills. • For PP pupils to make (or exceed) nationally expectations for progress and attainment as a result of the above.
B.	<p>Given the disruption to learning during the summer term of the 2019/20 academic year, and the heightened levels of anxiety that many of our children are facing as a result, it is essential that we work hard to make children feel settled and safe in school, so that they have the confidence to tackle problems and are able to move on from their mistakes.</p> <p>PSHE is taught well across school, providing children with awareness of their feelings and strategies to cope with them. Outdoor education activities will give children a range of new skills and opportunities to be valued by their peers and teachers in a different way.</p> <p>Children identified with greater SEMH needs will be part of a nurture group, which will support and encourage them and will aim to involve parents too.</p>	<ul style="list-style-type: none"> • Questionnaires demonstrate a positive impact of work done on academic resilience. • PSHE and outdoor activities take place regularly, follow the programme of study and are used to identify children who have additional SEMH needs. • Children with additional SEMH needs are supported effectively. They spend more time in the classroom and are able to focus on their learning. • For PP pupils to make (or exceed) nationally expectations for progress and attainment as a result of the above.
C.	<p>Developing children's vocabulary will form a core focus for another year. Children will be taught new vocabulary through the teaching of reading and writing, which will include time dedicated to speaking and listening. This will be taught explicitly.</p> <p>Vocabulary lists for each topic will be generated with the children, which also reinforce their knowledge of the alphabet.</p> <p>Teachers will receive training to support the development of talk in their students, using Kagan structures.</p>	<ul style="list-style-type: none"> • Pupils are ready to learn in class without the need for intervention. • Number of interventions to ensure pupils are ready to learn is reduced. • For PP pupils to make (or exceed) nationally expectations for progress and attainment as a result of the above. • Staff feel confident in using a range of Kagan structures, which promote high quality talk in lessons.
D.	<p>Sharing information with parents is a priority; Facebook, email, text and newsletters will be used to ensure parents are aware of upcoming events and expectations with regards to homework etc.</p> <p>School will offer support to complete homework tasks during the school day, so no child misses out on that experience/learning/practise.</p> <p>Spare equipment will be kept so that no child cannot participate in any lesson.</p>	<ul style="list-style-type: none"> • Parents feel that they have a voice in the running of the school and feel welcome in the building. • Parents actively engage with school, attending PTIs etc. • Every child has the opportunity to complete tasks that support their learning. • Every child can participate in every lesson. • For PP pupils to make (or exceed) nationally expectations for progress and attainment as a result of the above.

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. Quality of teaching for all					
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?
Subject leaders ensure consistency of quality of teaching across school.	Subject leaders to have weekly release time to be able to monitor the teaching of their subjects, seek feedback from the children and support teachers.	<p>July 2016 DfE Standard for teachers' professional development state that: Professional development must be prioritised by school leadership</p> <p>Sutton Trust found that, 'The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers</p> <p>DfE Disadvantaged Pupils Good Practice Research Report, November 2015 identified the importance of the focus on high quality teaching.</p>	Termly reports to governors will ensure that the monitoring is accurate, rigorous and supportive.	Head teacher	January 2021
Teachers focus their attention on the children with the greatest needs at that given time.	Teaching Assistants are available to monitor, support and challenge the rest of the class.	<p>Rosenshine's Principles of Instruction:</p> <ol style="list-style-type: none">1: Begin with a short review of prior learningPresent new material in small amounts or stepsAsk a large number of questionsProvide modelsGuide student practiceCheck for student understandingObtain a high success rate	The school monitoring cycle will continuously evaluate provision.	Reading, writing and maths leaders	January 2021

Children will be excited by the books that are on offer in the library, which will make them want to read.	School will re-launch a '100 books to read before you leave primary school' list, with prizes to reward children who read them. These were launched shortly before COVID19-related lockdown, so need to be re-launched.	<p>Psychologist Keith Stanovich found that pupils who learn to read well early tend to do better as they move through school. This is because pupils who read well read more and vice versa. The gap between those that read well (and those that read less) grows exponentially as children get older, creating problems not just in reading but in accessing and engaging with the curriculum.</p> <p>Research summaries in America (David M. Quinn and Morgan Polikoff) found that disadvantaged pupils' tended to read less and 'advantaged' pupils more in the school holidays. As a result of this, disadvantaged pupils' reading scores dip lower than their 'advantaged' peers after a holiday. This creates further ground for disadvantaged pupils to make up in their learning over time. The study also found that both groups made broadly the same progress within school, so this additional holiday input creates an accumulated benefit for the 'advantaged' children over time.</p>	Teachers to monitor reading at home via reading records. Reading leader to sample pupil voice about reading in school. Have the measures that were put in place last year had an impact?	KM/KN (Reading leader)	January 2021
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Total budgeted cost £20,000

ii. Targeted support

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?
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Subsidised place at 'Zac's Club' breakfast club.	The EEF found that breakfast clubs that offer a free and nutritious meal before school can boost reading, writing and maths results by the equivalent of two months progress per year. Breakfast clubs improve attendance/punctuality	Attendance will be monitored.	Headteacher	Termly
	Home/School Link Worker role	To build relationships with pupils/families. To provide/locate support. To liaise with relevant services. Research (and common sense) tells us that families and parents are critical to pupils' attainment. Feinstein and Symons (1999) found that parental interest in their child's education was the single greatest predictor of age 16 achievement.	HSLW reports and records her actions each week.	Headteacher /SENDCo/ DSL	Weekly

	Lunchtime and in-school nurture groups	2008, the National Foundation for Educational Research & TDA, found that, 'a culture of mentoring and coaching will, over time, have an impact on young people and their learning.' Pupils benefit from working with others and being introduced to a variety of experiences.	Each session will be monitored	HSLW	Weekly
To measure pupils' SEMH needs and to measure progress in their mental health.	Boxall system to measure areas of need and progress made.	"Understanding the SEMH needs of pupils is absolutely essential in developing a whole school approach to improving mental health and behaviour in schools" (from Mental health and behaviour in schools, where Boxall Profile is also cited). Boxall Profile Online provides such an overview as well as suggested strategies, targets and resources for effective support. The Boxall Profile is a two-part assessment tool designed to track the progress of cognitive development and behavioural traits of children and young people through their education. The two-part checklist, which is completed by staff who know the child and young person best, is quick — and, very importantly, identifies the levels of skills the children and young people possess to access learning. The Boxall Profile Online is, from a practical point of view, very easy to use and accessible.	PSHE and SEND lead will oversee the use and implementation of the profile and the impact of activities upon the scores.	SENDCo PSHE lead	Termly
To provide targeted support in phonics/reading, as necessary.	Use of phonics expert to provide additional targeted support to children who are identified as working below the expected standard. To use the Reading Plus tool to accelerate Y6 children's reading speed, allowing them to develop their comprehension skills.	Studies show that reading for pleasure makes a big difference to children's educational performance. Here's how you can get your child off to a great start. Evidence suggests that children who read for enjoyment every day not only perform better in reading tests than those who don't, but also develop a broader vocabulary, increased general knowledge and a better understanding of other cultures. In fact, reading for pleasure is more likely to determine whether a child does well at school than their social or economic background.			
Total budgeted cost					£16,210

6. Review of expenditure				
Previous Academic Year		2020 - 2021		
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
Subject leaders ensure consistency of quality of teaching across school.	Subject leaders to have weekly release time to be able to monitor the teaching of their subjects, seek feedback from the children and support teachers.	No. The restrictions on assemblies meant that we were not able to release staff for regular monitoring. It was also felt that staff were under huge amounts of stress and so we wanted to focus all of their energy on meeting the needs of the children.	The work we have done on the curriculum this year, as well as the clear messages from the Ofsted inspection handbook, clearly show that subject leaders need to have a detailed understanding of their subject and the way that it is being taught across school. therefore, we will continue with this approach next year, in anticipation of restrictions allowing assemblies.	£20,000
Teachers focus their attention on the children with the greatest needs at that given time.	Teaching Assistants are available to monitor, support and challenge the rest of the class.	This approach continues to ensure that the most vulnerable children in school have access to the most qualified adults. It is hard to measure the impact academically, due to the disruption but children settled quickly after lockdowns and the staffing was a significant	The relationships that staff have with children is a significant reason why they have settled so quickly on their returns to school and have achieved so well in some year groups. The fact that every child works with every adult is a big part of that and we will continue with this approach next year.	
Children will be excited by the books that are on offer in the library, which will make them want to read.	School will re-launch a '100 books to read before you leave primary school' list, with prizes to reward children who read them. These were launched shortly before COVID19-related lockdown, so need to be re-launched.	Since the lockdown at the start of 2021, numbers of children reading at home have been lower. COVID-fatigue may be a factor here. The library hasn't been used effectively due to COVID restrictions. Therefore, impact has been extremely limited. Reading outcomes in Y6 were very positive for the cohort, exceeding FFT20 targets for GDS and only missing FFT20 targets for EXS by 3 children.	Reading needs to be at the core of the curriculum. We will re-launch many of our reading initiatives next year, so that we can have another push on reading at home.	

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
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Subsidised place at 'Zac's Club' breakfast club.	During this last academic year, no parents have taken us up on this offer, despite it being made to 2 families. Therefore, it has had no impact.	We will continue to offer this to families who are struggling to either provide breakfast or healthy morning routines for their children.	
	Home/School Link Worker role Lunchtime and in-school nurture groups	CA has continued to build relationships with pupils/families and was invaluable during the lockdown at the start of 2021. She liaised with families who were struggling to provide food for their families and sourced funding from the local COVID-response team to provide food and uniform for these families. CA has also started to support some individual children with nurture intervention. These are in the early stages so there is limited impact at this time.	CA and her HSLW role are invaluable to our relationships with some parents and so this role will definitely continue next year.	
To measure pupils' SEMH needs and to measure progress in their mental health.	JIGSAW Resilient and Engagement Scale Toolkit (REST)	This was purchased along with our JIGSAW PSHE scheme of work. We used it to measure children's mental health on their return after the lockdown at the start of 2021 and identified some children who teachers delivered additional input and support to. This additional support ensured any concerns were addressed early and were prevented from having a greater impact on the children's mental health.	Using the REST tool is very time consuming and relies upon the children having a level of self-awareness that allows them to accurately scale their feelings. This term, HJ has begun training as a THRIVE practitioner and we will use THRIVE to measure and identify barriers and mental health issues in the future as this is more accurate and is accompanied by specific activities to address identified needs.	
To provide targeted support in phonics/reading, as necessary.	Use of phonics expert to provide additional targeted support to children who are identified as working below the expected standard.	KD supported children across KS1 and in lower KS2. As a result, all children in Y2 have passed the phonics screening and the children in lower KS2 have all made significant progress with the fluency and accuracy of their reading.	KD will continue to support children struggling with their phonics and reading in KS1 and lower KS2, as well as supporting children with tier fluency if required in upper KS2.	
				£16,210