



# Pupil Premium

Intended Funding and Rationale 2020-21

<b>Reviewed:</b>	September 2020
<b>Approved:</b>	28 <sup>th</sup> September 2020 (Resources Committee)
<b>Co-ordinator:</b>	Miss J Pollard

## **PUPIL PREMIUM**

All members of staff and governors accept responsibility for, and are committed to meeting the needs of, any 'socially disadvantaged' children who attend our school. We believe this commitment includes their pastoral and social needs as well as their academic progress. Our school is committed to the 'narrowing the gap' between different groups of children and improving the outcomes and life chances of children. The pupil premium money will form a vital part in this process, particularly for our most disadvantaged children.

The governors will allocate pupil premium funding to support any children, or groups of children, who have been appropriately identified as being socially disadvantaged. This support will be made through the following strategies:

- Facilitating pupils access to education
- Facilitating pupils access to the curriculum
- Additional support and intervention within the school environment.

### **What is Pupil Premium Funding?**

Pupil premium money is given to schools to support children who are considered 'Ever 6'. This means they have been eligible for free school meals, in local authority care or have parents who are/have been in the armed services in the last 6 years. Children who have been adopted also have some pupil premium funding allocation. The amount of money a school receives is determined by the number of children in the school who meet these criteria. The pupil premium funding must be spent on activities or initiatives that support this group of children, meet their needs and enable them to achieve in line with children who are not in the pupil premium group.

### **How do we spend our Pupil Premium funding?**

Staff and governors at Ryhill J, I & N are fully committed to the pupil premium agenda. In order to meet the needs of this group of children, who have a wide range of needs and abilities, we utilise our pupil premium funding creatively to ensure all needs are catered for as much as we are able. Our pupil premium money is used to support pastoral and social needs as well as the academic progress of our pupil premium children.

### **Reporting Pupil Premium**

It is the responsibility of the governors to explain pupil premium expenditure to parents. Ryhill J, I & N School will include the expenditure report annually within this policy which will be revised annually and placed on our website. This report will provide details of how pupil premium money will be used and the intended impact on the attainment and progress of the pupils who were targeted.

The allocation and the impact on pupil outcomes will be reported to the Governors annually. Parents will be able to obtain information about pupil premium from the school website. This will be updated annually. The responsibility for the report will be undertaken by a senior member of the leadership team. The report will be supported by data.

### **Measuring the impact**

The impact of the spending will be measured in various ways. Half termly assessments will be made of the impact of interventions that can be measured against the National Standards. These will be analysed and progress measures taken to see the effectiveness of the interventions being used. End of year data will also be used to assess the effectiveness of interventions aimed at improving achievement and progress in reading, writing, maths and SPaG. Records of mentor meetings and interventions where the impact cannot be measured with data will be overseen by the Pupil Premium coordinator and their impact measured through other means such as pupil questionnaires, pupil interviews, observations and book scrutinies. Attendance will be closely monitored and reported back to the Pupil Premium coordinator to assess the impact of schemes aimed at improving attendance.

## **Main barriers to educational achievement faced by eligible pupils at Ryhill**

There are several barriers which may prevent Pupil Premium children at Ryhill achieving their full potential and which we aim to address through our spending of the Pupil Premium grant.

- Speech, Language and Communication: Pupils arrive in Nursery with below average speaking and listening skills, some well below. Some pupils continue to have speech, language and communication difficulties as they move through school.
- Pastoral: Some pupils have behavioural problems, social skills difficulties, incorrect uniform, lack of support at home, don't eat breakfast, anger management issues, anxiety etc.
- Attendance: There is an attendance gap between our PP pupils and non-PP gaps and this is at its highest among PA Pupils.
- Emotional and social barriers – children are not ready to learn due to a range of social and emotional barriers which impacts on their concentration in the classroom and their participation in lessons
- Lack of access to a wide range of reading materials outside of the school environment
- Lack of male role models for reading
- Lack of access to a range of writing stimuli outside the school environment
- Lack of access to outdoor areas which stimulate and promote physical and social development
- Enrichment: Many of our pupils eligible for the Pupil Premium do not have a wealth of life experiences that broaden knowledge and understanding of the world and promote self-confidence and self-belief and a high standard of vocabulary
- Participation in physical activities and exercise

### **ADDITIONAL BARRIER:**

The closure of school during the Covid-19 pandemic meant children did not receive in-class tuition during the months of March through to July. Reception, Year 1 and Year 6 returned to school during the final half term, along with Key Worker children, but the numbers who attended was significantly low.

Not having normal class teaching has had an impact on the children's progress and attainment despite online resources and learning being made available to children during these times. Across school, children will be assessed and target groups identified to allow for swift and targeted interventions to close gaps in progress and attainment. A plan will be made and implemented within the first half term, with a focus on Pupil Premium children to ensure this barrier to their learning that has happened is addressed. An additional plan has been made to ensure any children who do not have access to in-class teaching due to Covid-19 absences will have access to targeted support online.

### **Key statements from Ofsted report (2018) relating to the performance of Disadvantaged pupils**

- The use of additional funding for Disadvantaged pupils is now effective in improving outcomes for these pupils
- Additional funding to support Disadvantaged pupils is now spent effectively.
- Regular checks are made to evaluate the impact on learning for Disadvantaged pupils.
- The funding is used to ensure that there are experienced staff and resources to support pupils to improve and accelerate progress.
- Disadvantaged pupils' progress has improved considerably this year.

Number of Pupils and Total Amount 2020-2021	
Total Number of Pupils on Roll	238
Total Number of Pupils Eligible for Pupil Premium	58 (including school defined PP)
% of Pupils Eligible for Pupil Premium	24.37%
Amount of Pupil Premium received per pupil	£1,320
Amount of Pupil premium Funding per pupil Nursery	£195
Total Amount of Pupil Premium Funding Received	£63,870

### Summary of Intentions 2020-2021

<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
Our Disadvantaged pupils progress just as well as National Others in English and Maths.	Gap to National Others in progress closes.
Our Disadvantage children close the gap in attainment with non-Disadvantaged children and National at ARE and GD	The gap in attainment will close
Our Disadvantaged pupils are challenged in all areas of the Curriculum	Attainment and progress will improve
Our Disadvantaged pupils attend school regularly and their attendance is in line with national.	Disadvantaged children's attendance will be in line with National figures
Our Disadvantaged pupils experience a range of enrichment/extra-curricular and have high aspirations for their future.	Increased motivation and higher aspirations
Any gaps that exist due to the Covid-19 pandemic, will be quickly identified and short, precise interventions will be implemented.	Gaps arising from partial school closure will be quickly identified and addressed
Any mental health / well-being concerns arising from the Covid-19 pandemic will be identified and addressed with interventions/ mentoring	Children will reintegrate back into school successfully and participate as normal in lessons

## How our Intentions will be met

Project / Object	Intended Impact
Additional Nursery teacher	Improve the language skills of our early starters into school.
New approach to phonics in FS and KS1 – phonics to be taught twice daily with additional afternoon story based approach	Improve the phonics provision and allow children to access phonics in different ways to ensure all children have quality phonics provision. Including Read Write Inc. Phonics: Storybooks Pack & Twinkl Phonics Family
Provide uniforms / PE kits for children whose parents apply for and are approved for Pupil Premium	School gets accurate funding for the number of Pupil Premium children we have which will allow for all Pupil Premium children to be properly supported and targeted through appropriate interventions and projects
TA interventions:	TA to deliver high quality teaching and group work for children to ensure accelerated progress and achievement
➤ Maths interventions	
➤ Reading interventions	
Boosters in Year 6	JP to be released x2 a week to boost and provide targeted interventions and same day intervention - to ensure a higher percentage of children achieve EX and GD standards and allow Disadvantaged children to make accelerated progress and close gaps in attainment.
➤ Maths	
➤ Reading	
One to one tutoring for KS2 children	Y6 teachers to deliver booster sessions after school to allow targeted support
After school booster sessions	Purple Mash and Mathletics booster groups for KS2 children to improve maths and reading skills
	Teachers to deliver personalised boosters in phonics, KS1 reading and maths; KS2 maths and reading
Learning Mentor Interventions	Effective use of learning mentor groups to impact on standards and emotional well-being – continue with work started in previous year e.g. Luggage for life; Future in Minds
ICT programmes and access improvement	Use of a range of ICT programmes to target literacy and maths and ensure rapid progress
	➤ Timestable Rockstars
	➤ Purple Mash
	➤ Mathletics
	➤ Education City
Twinkl (PSHCE Life Module)	Fully-researched and professionally developed resources, providing easy-to-use tools that support personal, social, emotional and mental health across the entire school community.
Additional Resources	Improve curriculum provision in order to ensure basic skills are taught across the curriculum
Skills Builder	Improve the life chances of our pupils by teaching discrete life skills through direct subject teaching and work placements.
HLTA and TA training for reading	Improve reading standards across school and provide children with more challenge and a higher quality of questioning
Books from 'Ryhill Reads' for each class	Children to have access to a wider range of top-quality recommended books to expose them to a wider range of authors and texts
Breakfast Club	Improve attendance / punctuality of targeted pupil premium pupils
Continuous provision in Year 1	Continuous provision to be established within school for Year 1 pupils to access in order to improve their transition
Access to Open futures	Classes to each have access to P4 C in lessons and Cook it and Grow it with TA – encompassing social skills as well as maths and literacy skills

### 2020-2021 Pupil Premium

Original Budget Estimate	£56,490
<b>Increase in Pupil Premium</b>	<u>£7,380</u>
Confirmed Pupil Premium Allocation	<u><b>£63,870</b></u>

<b>Nursery Teacher Costing:</b>	
2 Days per week	<u>£22,389</u>
<b>Improved phonics provision</b>	<u>£3,446</u>
<b>Pupil premium incentive</b>	
Uniform / P.E. kit	<u>£2,600</u>
<b>TA Costing:</b>	
32.5 hours per week	<u>£18,369</u>
<b>HLTA Costing:</b>	
6 hours per week	<u>£3,245</u>
<b>Learning Mentor</b>	
1 hour per week	<u>£730</u>
<b>ICT</b>	
Mathletics Subscription	£1,134
Timestable Rockstars Subscription	£160
Purple Mash Subscription	£800
Education City Subscription	£800
	<u>£2,894</u>
<b>PSHCE</b>	
Twinkl Life Module	<u>£250</u>
<b>Additional Resources</b>	<u>£2,000</u>
<b>Skills Builder</b>	<u>£4,100</u>
<b>Supply Cover</b>	
HLTA & TA Training for reading	<u>£400</u>
<b>Ryhill Reads</b>	<u>£500</u>
<b>Breakfast Club Subsidy</b>	<u>£2,500</u>
<b>Continuous provision:</b>	
Year 1	<u>£500</u>
<b>Total</b>	<u>£63,923</u>

## **Rationale for Spending**

### **Additional Nursery Teacher**

Last year, an additional Nursery teacher was employed into the setting to address the issues and low starting points at which some children enter our school, in particular in relation to speech and language. Having two experienced teachers has allowed for targeted work to be done with a focus on speech and language and exposing children to high quality resources and models. This began to have an impact on the children in 2019-2020, with a more significant number of children progressing to phase 2 phonics and having a depth of understanding of the phase 1 phonics.

### **Continuous Provision in Year 1 and resources in Foundation Stage**

Funding last year was used in the water and sand areas which had a significant improvement on communication and language and social skills as well as fine and gross motor control. Using funding again this year will allow this to continue and embed these skills within children's learning. Expanding the water and sand areas as well as other continuous provision areas will further develop language and communication skills in Foundation Stage as well as turn taking skills and collaboration.

Year 1 will continue to use the Rainbow room as a continuous provision room as this worked well in the Autumn and Spring term 2020. This will allow children to transition more effectively from Foundation Stage and give the children the opportunity to embed the skills they are taught in class into a range of different contexts.

### **Phonics using Story Time approach**

Children need to be leaving Foundation Stage and entering Year 1 at a high phonics phase than they are at present, which will allow them to have a better understanding of phonics by the end of Year 1. The impact of this should be seen in the Y1 phonics Screening test and in reading results as the children move throughout school. This approach will allow children to access phonics in different ways, not just through a once a day session. The book-based approach will also develop reading skills further and expose the children to a wider variety of books as well as allowing them to see phonics in different, real-life contexts. New phonics books have also been ordered to be used this year which are closely matched to the sounds that are being taught so that children can practise the skills taught that week in their reading.

### **Provide uniforms/PE kits for those children who apply for and receive Pupil Premium Funding**

This was introduced last year to encourage more parents to sign up for the Pupil Premium Grant. This allows school to get accurate funding for the number of Pupil Premium children we have which will allow for all Pupil Premium children to be properly supported and targeted through appropriate interventions and projects.

### **Skills Builder**

The new skills-based curriculum will continue to be used across school. Individual skills such as listening, presenting, aiming high and team work will be explicitly taught weekly to the children and then used and referred to throughout lessons to ensure these skills are embedded and that the children are using them to aid their learning and readiness for future life. The aim of this new curriculum approach will improve the life chances of our pupils through this teaching of discrete life skills. There will also be work placements available for children to access, giving them an opportunity to expand their life experiences and have a better understanding of what opportunities there are later on in their lives.

### **Boosters in Year 6 and One to One Tutoring**

In Year 6 the class teacher will be released twice a week to do booster sessions with a focus on developing maths and reading skills to allow more children to achieve the ARE standard and the GD standard. This worked well in 2018-2019 and the 2019-2020 Autumn and Spring terms, allowing significant progress to be made in writing at both EX and GD standards. Booster sessions in Y1, 2 and 6 aim to accelerate progress as they have done in previous years. This intervention will also allow for direct targeting of those children who have been identified as falling behind due to Covid-19 and ensure any gaps do not widen but instead and quickly addressed to allow accelerated progress to be made. Throughout school, an intervention map and tracker has been created to assess the impact of each different intervention for phonics, reading, writing, grammar and maths. This will be closely monitored and the impact upon children of the interventions assessed, allowing for rapid responses and changes where necessary.

### **Learning Mentor**

The learning mentor role and the additional agency support has been beneficial across the school in previous years and this will be continued to provide additional emotional and well-being support for those children who need it. This is to ensure learning behaviours of the most vulnerable children are not affected and all children can access the Curriculum. This will be of particular benefit in the coming year in relation to any mental health or well-being needs that arise due to the Covid-19 pandemic which may result in children needing bereavement-based interventions or interventions linked to anxiety around reintegrating into school. There may also be more behaviour-based interventions needed as children adjust to returning to school.

### **ICT programmes**

In 2019, this intervention worked well, with Mathletics and Timestable Rockstars in particular having had a benefit on the children and created a more positive attitude towards maths. Children enjoy the competitive nature of these programmes and the maths coordinator introduced certificates and awards to encourage access to it. Timestable Rockstars in particular has been useful for children in school to allow them access to a different way to practise their times tables (the results of which can be seen in the Timestable Test). This will continue into 2019-2020 so that children can continue to access this resource in school and as part of after school clubs.

### **Open Futures:**

In 2019-2020 the open futures work in school had an impact on children's learning attitudes and behaviours. Children enjoyed the outdoor aspect of gardening in which maths and literacy was included and they also enjoyed the cook-it side of the Open futures and were applying a variety of maths and literacy skills whilst also learning more about their topic. This allowed more engagement from all children in the Curriculum and is a project we will continue this year to maintain levels of engagement and different ways of teaching the Curriculum.

### **Twinkl (PSHCE Life Module)**

As part of the PSHCE Curriculum, school has invested in the fully-researched and professionally developed resources provided by Twinkl, providing easy-to-use tools that support personal, social, emotional and mental health across the entire school community to ensure children are fully equipped to deal with their own emotional well-being and health.

### **Breakfast club**

Breakfast club will continue to provide children with a good start to the day and ensure they are nourished and ready to learn.

**Rationale for spending: From The Sutton Trust-EEF Teaching and Learning Toolkit**

- Sports participation – average impact on achievement = +3months
- Phonics interventions – average impact = +4 months
- One to One tuition – average impact = +5 months
- Access to wide range of ICT – average impact = +4months
- Early years intervention – average impact = +6 months

**Review Date of the Pupil Premium Strategies:**

**Spring 2021:** Focus: to see which strategies are having the most impact and address any changes that may need to be made