



Pupil Premium Strategy

Proposed Strategy for 2020-2021

Review of Strategy for 2019-2020

We believe that all disadvantaged pupils should thrive and flourish within our schools. High expectations and high-quality teaching and learning opportunities are a right of all our pupils of all abilities, and we can utilise pupil premium funding effectively to ensure our pupils needs are met and they make accelerated progress. We value the importance of understanding the vulnerability amongst some of our pupils, focusing on the development of the whole child when planning both whole school and personalised provision which widens their experiences.

Our School Ethos for Pupil Premium

At Rickley Park, are committed to supporting improved outcomes for our disadvantaged pupils. In order to help our disadvantaged pupils overcome their barriers to learning and be happy and successful at Rickley Park and in their future lives, we are guided by the following principles:

We have a whole school ethos of **aspiration and attainment for all pupils** and encourage all staff to convey positive and optimistic messages to our disadvantaged pupils.

We have **high expectations of everyone, from everyone** and avoid stereotyping disadvantaged pupils as all facing the same barriers to learning or having less potential to succeed.

We have an **unerring focus on the quality of teaching and learning** in order to meet the needs of all our pupils.

We ensure that **personalised provision** is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.

We **utilise evidence** (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.

We **deploy staff effectively** to work with pupils who need the most support and training is provided where this is necessary to support pupils' learning.

We have systems in place which carefully monitor, manage and **support good behaviour and attendance** for all our pupils. If poor attendance is an issue, this is addressed as a priority.

Our teachers and leaders **collect, analyse and use data** to identify pupils' learning needs and review progress regularly. Underperformance is addressed rapidly through additional support and interventions.

Every effort is made to **engage and empower parents and carers** in the education and progress of their child.

We believe in creating opportunities for our Pupil Premium-eligible children through extra-curricular activities and additional classroom or school-wide roles and responsibilities to **promote a sense of belonging and connectedness** in our school.

We aim to instil **an enduring passion for learning** in all our pupils by providing a strong grounding in English and mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

Our School Approach for Pupil Premium

How is the funding used?

Rickley Park seeks to ensure the effectiveness of its use of the Pupil Premium. We recognise that barriers to achievement take a variety of forms and look for individual ways to support each child to achieve their very best. We do this by offering our children a wide range of opportunities and ensuring that these are accessible for everyone. We work with our families and colleagues to make sure everyone has high aspirations for all pupils. We ensure pupil premium children are well represented and have a voice on our school council. In addition, we make use of educational research such as The Sutton Trust-EEF Teaching and Learning Toolkit, to guide us on how best to use the school's resources to improve the attainment of disadvantaged pupils.

What support do we offer?

Enriching the Curriculum

- Whole school and year group inspiration days
- Subsidised class trips
- Free places at our Breakfast Club
- Free places given to after school enrichment clubs
- Use of specialist staff: PE coaches

Targeted Support

- Tailoring each intervention to suit each child
- Reading Support dog (Bruno – confidence in fluency)

- Small group support
- Booster groups
- 1:1 tuition for able and underperforming pupils
- Speech and Language support
- Use of high quality IT hardware and software

Well-being Support

- Learning Mentors
- Attendance officer
- BEWT (protective behaviours, drawing & talking)
- Nurture Group

Staff Training

- Regular staff training e.g. Speech and Language training
- Lesson study bespoke programmes

Extending School Support

- Subsidised after school club and breakfast club places
- PE competitions
- Subsidised after-school activity clubs

Parental Engagement

- Phonic workshops
- Reading and Maths workshops in KS1 and KS2
- Internet safety workshops
- Weekly coffee mornings
- Half-termly parental engagement sessions focusing on a life skill, e.g. cooking

In light of the June 2019 update from the DfE on the website information regarding Pupil Premium Funding and Accountability for Schools, Rickley Park has started to consider a multi-year strategy covering a three- year period with light touch annual reviews resulting in a comprehensive review every three years in order to embed consistency and align this with the wider school improvement strategy.

Summary information					
School	Rickley Park Primary School				
Academic Year	2020-2021	Total PP budget	£99,150	Date of most recent PP Review	September 2020
Total number of pupils	433	Number of pupils eligible for PP	70	Date for next internal review of this strategy	September 2021
		Number of pupils LAC & Post LAC	5		

Strategic Vision: Long Term Desired Outcomes	
<p>Three-year Outcomes: To close the gap of progress between the DA and the others. To increase the attendance of DA children in line with national figures. DA children to show high levels of engagement in lessons. DA children to have red incidents in line with the others.</p>	<p>Link to SSP: Improved outcomes for DA children</p>
<p>Impact Towards Long Term Outcomes 2019-2020 To increase the attainment of the DA children by 5% in KS2 in R, W and M plus 10% in KS1 in W with a 5% increase in R and M. To increase the progress of DA by 5% in all year groups in R, W and M. To increase the attendance of DA children in line with national figures. Red incidents to be no more than 5% above the others</p>	
<p>Impact Towards Long Term Outcomes 2020-2021 To increase the attainment of the DA children by 5% (from the end of 2020 results) in KS2 and KS1 in R, W and M. To increase the progress of DA by 5% (from the end of 2020 results) in all year groups in R, W and M. To increase the attendance of DA children in line with national figures. Red incidents to be in line with the others.</p>	

Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	47%	71%
% achieving the expected standard and above in reading	60%	78%
% achieving the expected standard and above in writing	53%	83%
% achieving the expected standard and above in maths	53%	84%

Barriers to future attainment

In-school barriers

A.	Low level behaviour in class effects learning.
B.	Children have gaps in knowledge and skills due to previous poor and inconsistent teaching.

External barriers

C.	Curriculum understanding and link between school and home (i.e. homework, spellings, reading) Parental engagement of DA children is generally low. Children's emotional wellbeing is low and children have poor levels of resilience.
D.	Speaking, listening and understanding skills are lower for DA pupils than for other pupils. This slows reading and writing progress in subsequent years.

Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To improve the attendance of DA to be in line with national.	To increase the overall attendance of DA children to 96.2%.
B.	To improve the quality of Teaching and Learning to be consistently good or better in all classes	Data, Books and lesson observations to show children make good progress as a result of good teaching.
C.	To improve the outcomes of the DA by 5% in R, W and M	Data shows a 5% increase in outcomes for DA from the end of the previous year group (O Track data).
D.	To improve children's readiness to learn and well being	Low level behaviour logs are reduced and DA children are engaged in lessons.
E.	Improve speaking, listening and understanding skills for DA pupils.	Assessments show that children make rapid progress in intervention.

Planned expenditure for 2020-2021

Academic year	2020-2021				
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?
To improve the quality of teaching across the school.	Lesson study programme to improve	Teaching across the school is not consistently good. EEF research supports good teaching as the best way to improve attainment.	SLT lead delivery programme. Monitoring of staff, through teacher profiles.	NB, DTS and AC	July 2021

	the quality first teaching				
To enhance the MLT's understanding of the use of data to track where children are and develop a plan to diminish the difference from the data.	Development of MLT in the tracking of children's data and delivery of interventions programmes	To track children's progress and gaps in knowledge effectively so that teachers can ensure they teach effectively to increase progress and SLT/MLT have a clear understanding of the progress of the DA.	Monitoring of data alongside books, lesson observations and pupil progress meetings to ensure they are meeting the needs of the children.	NB and DTS	July 2021
To diminish the difference in progress and attainment between the DA and the others in all year groups.	SLT to track the small steps of progress and gaps in knowledge to hold leaders and teachers to account	To ensure the SLT have a sound understanding of the progress of this group of children and have clarity around what support/interventions are best placed to support them and the quality in which they are delivered.	Monitoring of data, books, pupil voice and lesson observations.	NB and DTS	July 2021

Total budgeted cost £20000

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?
To improve receptive and expressive language skills of DA children.	Development of specialist teaching assistants for Speech and Language and targeted intervention programmes.	There is a high correlation between DA children and SEN with the primary need of CI (40%). Communication Trust research highlights the link between deprivation and low levels of language and language delays.	Monitoring of interventions. Baseline assessments and ongoing assessments to monitor impact.	NB, DTS, KR and CVA	July 2021
To improve the emotional well-being of DA children so that they are able to access learning in the mainstream classroom.	Nurture Group Breakfast Club	Nurture Groups are evidenced as a successful approach by the Education Endowment Foundation as an approach to support SEMH needs. Breakfast club to promote readiness for learning.	Baseline assessments and ongoing assessments to monitor impact. Monitoring of the quality of provision. Staff CPD. Pupil voice	DTS and KR	July 2021
To improve the links between parents of DA children and school.	Developing the role of Family Liaison Officer	There is a high correlation between our DA children and low participation levels of their parents for school-based workshops and events.	Monitoring participation of parent workshops and relevant impact. Parent voice.	DTS and KR	July 2021

To promote positive attitudes to behaviour and learning across the school.	Track-it Lights & Celebration Assemblies	To promote positive attitudes to learning across the school and to promote the successes.	Pupil voice, Trackit Lights to monitor behaviour.	DTS	July 2021
To close the gaps identified for pupils from data analysis in year 6.	1:1 tuition and intervention groups	To support 5% increase in outcomes for R, W and M.	SLT monitoring, book looks and lesson observations.	NB and DTS	July 2021
To improve the well-being of DA children through targeted support.	Learning mentor support	Some DA children require bespoke support to remove barriers to learning. High correlation between DA and safeguarding needs. EEF advises that teaching support is most likely to be effective when targeted alongside wider work around behaviour.	Emotional literacy assessments to measure improvement from the baseline. Monitoring of interventions.	DTS and GN	July 2021
Total budgeted cost					£75600

iii. Other approaches

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?
To improve the attendance of the DA children	Monitoring of attendance/implement ation of bespoke strategies	The attendance officer ensures that families are supported and challenged in to getting attendance improved and are held to account for poor attendance.	Improved attendance figures.	DTS and HW	July 2021
Total budgeted cost					£3000

Review of expenditure

Previous Academic Year	2019-2020
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost
To improve the quality of teaching across the school.	Lesson study programme to improve the quality first teaching	10/14 teachers received a bespoke Lesson Study programme of support before the COVID lockdown.	Programme to continue.	

To enhance the MLT's understanding of the use of data to track where children are and develop a plan to diminish the difference from the data.	Development of MLT in the tracking of children's data and delivery of interventions programmes	Assessment system and procedures introduced that involved moderation, analysis of data and next steps to diminish the difference. One full cycle of this was implemented before the COVID lockdown.	Further development of the online tracking system.	
To diminish the difference in progress and attainment between the DA and the others in all year groups.	SLT to track the small steps of progress and gaps in knowledge to hold leaders and teachers to account	Assessment system and procedures introduced and one full cycle of this was implemented before the COVID lockdown.	Further development of the online tracking system.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost
To improve receptive and expressive language skills of DA children.	Development of specialist teaching assistants for Speech and Language and targeted intervention	Speech and language therapist used. 100% of DA children made progress based on intervention assessments. One full cycle of this was implemented before the COVID lockdown.	Specialist speech and language assistant to continue. Training of additional member of staff.	
To improve the emotional well-being of DA children so that they are able to access learning in the mainstream classroom.	Nurture Group Breakfast Club	Breakfast club prioritised for DA children. ___ DA children attended.	Nurture and breakfast clubs to continue.	
To improve the links between parents of DA children and school.	Introducing a Family Liaison Officer	Family Liaison Officer appointed in February 2020. The COVID lockdown impacted on the development of this role.	Family Liaison Officer (in conjunction with the rules surround COVID-19) to develop links with out most vulnerable families.	
To promote positive attitudes to behaviour and learning across the school.	Track-it Lights & Celebration Assemblies	Piloted in year 4 and rolled out across the school. Number of 'red' incidents decreased from __ to __. One full cycle of this was implemented before the COVID lockdown.	Track-it Lights and Celebration Assemblies to continue. Introduction of a 'Rickleby Park Passport' that celebrates the personal achievements of a child throughout their time at school.	
To close the gaps identified for pupils from data analysis in year 6.	1:1 tuition and intervention groups	Assessment system and procedures introduced and one full cycle of this was implemented before the COVID lockdown.	Further development of the online tracking system.	
To improve the well-being of DA children through targeted support.	Learning mentor support	Specialist intervention programmes launched. One full cycle of this was implemented before the COVID lockdown.	Programmes to continue.	

iii. Other approaches

Desired outcome	Chosen action/approach	Impact:	Lessons learned:	Cost
To improve the attendance of the DA children	Monitoring of attendance/implementation of bespoke strategies	Complete review of the attendance policy and procedures undertaken. New attendance officer appointed in March 2020. COVID halted progress on this target.	Further development of the attendance procedure and appointed officer.	