



# Pupil Premium Strategy 2020-21



## Rationale for Priorities:

- At Rochford Primary and Nursery School we are promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
- We have an individualised approach to address the barriers to learning and emotional needs at an early stage.
- We are focussing on high quality teaching first.
- We are focussing on outcomes for individual pupils.
- We make decisions based on on-going data and respond to evidence.
- We have clear responsive leadership: setting ever higher aspirations and developing responsibility for raising attainment to all staff.

## Research by:

Approaches have been determined by the effectiveness statements within the Teaching and Learning Toolkit from the Education Endowment Foundation and Sutton Trust and Tackling Educational Disadvantage: A Toolkit for Essex Schools.

Impact of funding will be judged by the gaps in attainment and progress *diminishing* by July 2021 in line with the School Development Plan.

Number of pupils and estimation of Pupil Premium Grant (PPG) likely to be received this academic year	
Total number of pupils on roll	<b>219</b>
Number of pupils eligible for PPG	<b>69</b>
PPG received Autumn 2020	£27,550
PPG received Spring 2021 (approx.)	£27,550
PPG received Summer 2021 (approx.)	£27,550
Total amount of PPG received academic year 20-21 (£)	<b>£82,650</b>

## Current attainment (baseline) of children eligible for the PPG: these PP figures are set October 2020 and may increase across the year

Year Group	No. of PP	Reading			Writing			Maths		
		% working below	% working at	% working above	% working below	% working at	% working above	% working below	% working at	% working above
1	6	67%	33%	0%	67%	33%	0%	50%	50%	0%
2	8	38%	0%	63%	38%	13%	50%	38%	25%	38%
3	12	42%	33%	25%	50%	33%	17%	67%	17%	17%
4	9	78%*	0%*	11%*	78%*	0%*	11%*	44%*	33%*	11%*
5	10	60%	40%	0%	60%	20%	20%	80%	20%	0%
6	11	9%	27%	64%	9%	55%	36%	36%	18%	45%

\*11% not included due to new child joining 01.10.20

Summary of the main barriers to educational achievement for those eligible to receive support	
Internal	External
<ul style="list-style-type: none"> <li>Lower starting points on entry into the EYFS in areas listening and attention, self-confidence and self-awareness, reading and writing compared to other areas.</li> <li>Lower progress and attainment, particularly with PP children who are also on the SEN register.</li> <li>Historic underachievement.</li> <li>Passivity of learners.</li> <li>Take up of opportunities within school music lessons/clubs etc.</li> </ul>	<ul style="list-style-type: none"> <li>Lower attendance rate of children eligible for FSM compared to Non-FSM.</li> <li>Limited parental engagement and involvement</li> <li>Social and emotional barriers to learning; family circumstances having impact on pupils' engagement and achievement.</li> <li>Disadvantaged families with limited income.</li> <li>Parents with low academic achievement.</li> <li>Lack of access to physical schooling, parental engagement and or resources during lockdown</li> </ul>

Desired Outcome	How the allocation will be spent to address the barriers.	Desired impact on pupils	Cost £
To ensure that social, emotional and behavioural barriers to learning are reduced.	Social and emotional learning interventions	Through regular monitoring of all disadvantaged children, children will be targeted for bespoke work with a focus on their social and emotional needs. This information will be tracked using case studies.	£800
To ensure that all disadvantaged children reach their end of year targets. To continue to raise the progress and attainment rates of disadvantaged children, especially at the end of EYFS.	Implementation of specific interventions to raise attainment and achievement in reading – Lexia.	Pupils will show progress from their baseline assessment and will be supported to achieve their bespoke end of year target.	£900
Collaborative Learning + 5 months	Additional staff supporting year groups for targeted sessions a week. (DHT, JC, AB, SW and RS)	To enable children to be taught in smaller groups for core subjects interventions at timetabled points across targeted year groups. Focus PP in EYFS and Years 1, 3, 4 and 5	£6,000
Social and Emotional + 4 months	SEND Lead support for PP pupils and further sessions for <u>PP children with SEND</u> needs (12 children as of September 2020).	To support pupils and families with social and emotional needs to enable their strengths to grow. To develop confidence, resilience and character.	£28,000
	Pastoral Support Leader providing regular check ins as well as parent liaison.	See Wellbeing action plan.	£27,000

<p><b>Reading and Numeracy skills</b></p> <p><b>+ 5 months</b></p>	<p>Targeted Support Assistants to support across all year groups. (DHT, JC, AB, SW and RS)</p>	<p><b>Reading:</b> to support reading skills and understanding of texts. To develop understanding of different comprehension texts.</p> <p><b>Maths:</b> to secure basic mathematical operations. To increase the confidence of application of skills to mathematical problem solving.</p>	<p>£8,550</p>
<p><b>Individualised Learning</b></p> <p><b>+ 4 months</b></p>	<p>i-Pads (class set to be used across school) and PP with SEND children to have own</p>	<p>To enable children to access many of the initiatives and paid for apps such as Lexia, Spelling Shed, Times Tables Rock Stars allowing all pupils to access these individually in school as well as supporting class teachers within lessons.</p>	<p>£5,500</p>
<p><b>To provide the opportunity for all disadvantaged children to participate fully in school life.</b></p> <p><i>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs and educational visits.</i></p>	<p>Educational visits, residential visits and school clubs.</p>	<p>To ensure that children from low income families have opportunity of benefiting from enrichment activities and out of school learning to broaden their learning experiences.</p>	<p>£2,000</p>
	<p>‘Wakey, Wakey’ (Breakfast Club)</p>	<p>To provide breakfast style snack for pupils to ensure they are ready for a day’s learning. Supporting some disadvantaged families to avoid lateness becoming a barrier to learning and settling in to the school day.</p>	<p>£1,100</p>
	<p>External Sports Provision</p>	<p>To encourage the participation in sport to help increase educational engagement and attainment.</p>	<p>£1,100</p>
	<p>External Music Provision</p>	<p>To encourage the participation in sport to help increase educational engagement and attainment.</p>	<p>£1,100</p>
<p><b>To improve physical development and motor skills.</b></p>	<p>Gym Trail</p>	<p>To support the development of gross motor skills for children with dyspraxia. This will also support others in the Early Years to develop their balance, co-ordination, core strength and fine and gross motor skills.</p>	<p>£600</p>

#### How will we measure the impact of the PPG on pupils?

- Half-termly Pupil Progress Meetings
- On-going teacher assessment and data analysis at both school and SEEAT Board Level (termly)
- Review at conclusion of intervention sessions (usually 6-week blocks) - RAG system
- Pupil Premium ‘book looks’ by Leadership Team, subject leads and Pupil Premium Champion.
- ABC Tea (PP) with Headteacher and PP children (feasibility tbc due to COVID-19)
- Pupil Premium Voice – initially conducted by Inclusion Manager and then TAs (feasibility tbc due to COVID-19)
- Inclusion Team meetings where impact and progress of PP children is discussed.
- Termly meetings between Headteacher/Deputy Head and Pupil Premium Champion (LGB Member).

#### Date of the next Pupil Premium Strategy Reviews

Leadership Team Meeting – 8<sup>th</sup> October 2020

Local Governing Body Meeting – 23<sup>rd</sup> November 2020 and then 18<sup>th</sup> February 2021

Then on-going throughout the year in light of data drops and Pupil Progress Meetings