# Logo, company name  Description automatically generatedPupil Premium Strategy Statement

## School overview

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| **Metric** | **Data** |
|  School name | Ratby Primary School |
| Pupils in school | 369 |
| Proportion of disadvantaged pupils | 16% |
| Pupil premium allocation this academic year | £80,380 |
| Academic year or years covered by statement | 2019/2020 Review and 2020/2021 Planned Expenditure |
| Publish date | October 2020 |
| Review date | October 2020 |
| Statement authorised by | Mrs Catherine Stretton |
| Pupil premium lead | Lisa Jones |
| Governor lead | Mrs Catherine Stretton |

## Disadvantaged pupil progress scores for last academic year\*

|  |  |
| --- | --- |
| **Measure** | **Score** |
| Reading | -1.54 |
| Writing | +3.57 |
| Maths | + 0.75 |

## \*based on LA predicted progress scores as KS2 SATs did not take place in May 2020. School lockdown commenced on 20th March 2020. Therefore all data is based on Teacher Assessments having taught the cohort from September to March.

**Disadvantaged pupil performance overview for last academic year (2019/20 TA) : Key Stage 2**

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| --- | --- | --- |
| **Measure ( 7 pupils)**  | **Meeting Expected Standard at KS2** | **Achieving High standard at KS2** |
| Reading, Writing, Maths (RMW) Combined | 71% | 0% |
| Reading | 71% | 14% |
| Writing | 100% | 14% |
| Maths | 100% | 0% |

| end of Ks2 Attainment |
| --- |
|  | Pupils eligible for PP (7 pupils) | Pupils not eligible for PP (32 pupils) |
| % making expected or better than expected attainment in reading | 71% | 81% |
| % making expected or better than expected attainment in writing | 100% | 81% |
| % making expected or better than expected attainment in maths | 100% | 88% |
| % making expected or better than expected attainment in reading, writing and maths combined | 71% | 84% |

| end of Ks2 progress |
| --- |
|  | Pupils eligible for PP(7 pupils) | Pupils not eligible for PP(32 pupils) |
| % making expected or better than expected progress in reading | -1.54 | +1.71 |
| % making expected or better than expected progress in writing | +3.57 | +3.38 |
| % making expected or better than expected progress in maths | + 0.75 | +2.32 |

**Disadvantaged pupil performance overview for last academic year: Key Stage 1**

| end of Ks1 |
| --- |
|  | Pupils eligible for PP (10 pupils) | Pupils not eligible for PP (37 pupils) |
| % making expected or better than expected attainment in reading | 70% | 78% |
| % making expected or better than expected attainment in writing | 40% | 78% |
| % making expected or better than expected attainment in maths | 70% | 78% |

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| --- |
|  | Pupils eligible for pupil premium (PP 9 pupils) | Pupils not eligible for PP (42 pupils) |
| Literacy | 67% | 71% |
| Maths | 67% | 86% |
| Understanding the world | 78% | 98% |
| Expressive arts and design | 79% | 98% |

**Disadvantaged pupil performance overview for last academic year: Year 1 Phonics**

| year 1 phonics screening check\* |  |  |
| --- | --- | --- |
| Pupils eligible for PP | Pupils not eligible for PP | National average |
|  |  |  |

## Actual outcomes are not currently available. The current Y2 cohort and Y3 Retake pupils will be tested in Autumn 2 instead and the report will be updated.

## Strategy aims for disadvantaged pupils

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| **Measure** | **Activity** |
| Priority 1 | To ensure the progress and attainment in reading and maths for all disadvantaged pupils is in line with or above national expectations |
| Priority 2 | All staff – Teachers, Learning Support Assistants and HLTAs deliver high quality provision for disadvantaged children alongside high quality first teaching. |
| Priority 3 | To ensure that all pupils at Ratby Primary School are supported with their social, emotional and mental well-being |
| Priority 4 | To ensure that all pupils in receipt of pupil premium are given opportunities to access the full range of extra-curricular provision on offer. |
| Priority 5 | To ensure that all pupils in receipt of pupil premium attend school regularly and have attendance of above 95% |
| Barriers to learning these priorities address | * Pupils have limited access to reading materials outside of school and are often not heard read on a regular basis at home. Reading is n
* Parents often are unsure of how to support at home.
* Pupils in receipt of pupil premium have attendance below that of those who are not.
* As a result of lockdown, some pupils are socially and emotionally more immature or vulnerable. More families have been referred to Early Help due to financial and domestic issues in the home.
* Pupils who the most disadvantaged may not be able to afford to access school trips, residentials, after school clubs or music lessons
 |
| Projected spending  | £80,380 |

## Teaching priorities for current academic year

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| **Aim** | **Target** | **Target date**  |
| Progress in Reading | Progress in line with other pupils in school and nationally | July 2021 |
| Progress in Writing | Progress in line with other pupils in school and nationally | July 2021 |
| Progress in Mathematics | Progress in line with other pupils in school and nationally | July 2021 |
| Phonics | To ensure all pupils in receipt of pupil premium pass the phonics screening at the end of Year 1. | July 2021 |
| Other | Establish high levels of attendance for all disadvantaged pupils. | July 2021 |

## Targeted academic support for current academic year

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| **Measure** | **Activity** |
| Priority 1 | To ensure All pupils receive quality first teaching and that concepts are secure through focussed class teaching, pre and post teaching small group support.  |
| Priority 2 | To ensure that additional teaching is given to disadvantaged pupils in reading and maths |
| Barriers to learning these priorities address | Children who fail to fully understand a concept in whole class teaching have misconceptions and gaps in their learning which prevent progress. Pre and post teaching interventions are designed to ensure learning is embedded and secure. |
| Projected spending | £47,730 |

## Wider strategies for current academic year

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| **Measure** | **Activity** |
| Priority 1 | To ensure all pupil premium pupils are given full access to school trips, residentials, after school clubs and other curriculum opportunities.  |
| Priority 2 | To ensure all pupil premium pupils are provided with uniform and other resources/materials essential for school and to maintaining a healthy life style (e.g milk) |
| Priority 3 | To ensure ALL pupils in receipt are supported socially, emotionally and mentally through the schools’ focus on growth mindset, well-being, healthy life styles including providing counselling for individual pupils. |
| Priority 4 | To monitor and improve the attendance of all pupil premium children throughout the academic year with support from the Educational Welfare Officer (Aim 97%)  |
| Barriers to learning these priorities address | Children who do not attend school regularly will not make the same amount of progress as their peers.Covid 19 Self-Isolation – Pupils may not have access to home learning devices/wifi.  |
| Projected spending | **£32,650** |

## Monitoring and Implementation

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| **Area** | **Challenge** | **Mitigating action** |
| Teaching | Pupils progress in all subject areas, particularly in phonics, reading and maths.Need to monitor impact of interventions regularly. | Focussed teaching, learning and feedback followed up with small group interventions /1:1 with teacher/HLTAHalf termly reviews |
| Targeted support | Ensure all children are given access to phonics, reading and maths interventions at an appropriate level of challenge (working towards EXS/working towards GDS) | Phonics, Reading and Maths interventions targeted around identifiable gaps in learning which are preventing progress. |
| Wider strategies | Identify pupils with additional needs and provide targeted support to meet their needs, enhance their school experiences. | Decisions to be made in consultation with parents and staff. |

## Review: last year’s aims and outcomes

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| **Aim** | **Outcome** |
| Improved reading outcomes for pupils eligible for PP in all year groups | Pupils made expected progress but not better than expected progress due to the Coronavirus pandemic.Scholastics Pro-Reading and the online platform were purchased during the year to enable pupils to access reading materials during the lockdown due to school and library closures. Pupils were sent weekly reading comprehensions to complete. Teachers provided recorded video Phonics lessons for ALL pupils during the lockdown period.Focus for next academic year. All PP children focus for additional reads by HLTAs and identification of gaps in reading skills to target interventions and accelerate progress.Additional Phonics groups were in place for PP pupils and targeted Phonics groups have taken place since the re-opening of school. |
| Accelerated progress for pupils eligible for PP identified as high attaining in all subjects | Pupils made expected progress but not better than expected progress due to the Coronavirus pandemic.Focus for next academic year. |
| Improved mathematical reasoning and problem- solving skills for all pupils eligible for PP in KS1 and KS2, especially for more able pupils | Pre & Post teaching took place until 20th March to improve reasoning and problem-solving. All classes given 5 a day challenges or similar and SLE provided CPD for all staff. |
| Pupils eligible for PP are supported in their basic and reading skills | Phonics Screening test did not take place for Y1 due to the Coronavirus pandemic. However, mock tests in February showed % of pupils at the expected level (higher than previous mock tests at this point in the year). Y2 pupils will be tested in November and document updated. |
| Attendance improves for eligible pupil for PP identified as ‘persistent absentees’ | Attendance was impacted by the Coronavirus pandemic and subsequent lockdown.Many PP pupils did not attend as parents were not considered ‘key workers’. Overall attendance to 20th March for PP was 93.4% (PA 23.9%)Overall attendance to 20th March for Non PP was 96.5% (PA 5.5%)Attendance aim to be carried on in 2020/2021 with focus on reducing PA to be inline with non PP pupilsParents of a pupil with persistence unexplained were fined. |
| To improve the mental health of all pupils across the school | School completed Route to Resilience Award. School purchase Rising Stars ‘Well-Being and Attitude to Learning’ Survey. However, Lockdown prevented this survey from being completed and follow up action taking place. Well-Being activities were shared with pupils throughout the lockdown period via online learning platforms. Parents were provided with advice and guidance related to well-being for home learning. |