

Pupil Premium Strategy / Self-Evaluation Rolvenden Primary School

Pupil Premium

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers. Schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years: £1,320 for pupils in reception year to year 6.

Schools also receive £1,900 for each pupil identified in the spring school census as having left local-authority care because of 1 of the following:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

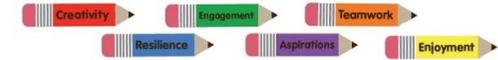
The percentage of children in receipt of pupil premium funding in our school in September 2020 is %.

Schools also receive £300 for each pupil in year groups reception to year 11 recorded as Ever 6, Service Child or in receipt of a child pension from the Ministry of Defence.

The funding for 2019-20 was £22,000 The funding for 2020-21 is £14,795

How is Pupil Premium Funding spent at Rolvenden Primary School?

All pupils receive their entitlement through appropriate support and interventions. The type of support that each child receives is child centred and needs led. The impact of support provided is reviewed regularly at pupil progress meetings. Support will vary from child to child. Our aim is that every child achieves their full potential and thrives on high levels of wellbeing and involvement through equality of opportunity.



Overview

At Rolvenden Primary School our vision and values of

We encourage and support all learners in our school to achieve their very best. We promote a growth mindset approach to learning and through thematic learning we provide an engaging and creative learning environment.

The school receives funding from the Government to support it in trying to meet this aspiration. This is known as Pupil Premium.

The Pupil Premium was introduced in April 2011 and paid by means of a specific grant based on school census figures for pupils registered as eligible for FSM in Foundation Stage to Year 11. This category now includes any child that has been registered for FSM in the past 6 years (known as “Ever 6 FSM”). For looked after children the Pupil Premium was calculated using the Children Looked After data returns (SSDA903). A premium has also been introduced for children whose parents are currently serving in the armed forces. This service premium is designed to address the emotional and social well-being of these pupils.

Children who have been adopted from care on or after 30 December 2005, or left care under a special guardianship order or a residence order are also entitled to Pupil Premium. The Pupil Premium is additional to main school funding and it will be used by this school to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

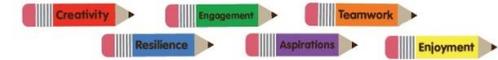
Objectives

- Rolvenden Primary School will ensure that the additional pupil premium funding reaches the 4 groups of pupils for whom it was intended and that it makes a significant impact on their education and lives.
- The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these pupils.
- The Pupil Premium funding will be used to narrow and close the gap between the achievement of these pupils and their peers. As far as its powers allow the school will use the additional funding to address any underlying inequalities between children eligible for Pupil Premium and others.

Strategies

Pupil Premium will be clearly identifiable within the budget. Eligibility for the Pupil Premium will never be confused with low ability; it will focus on supporting our disadvantaged pupils to achieve the highest levels. Effectively monitoring and evaluating the impact of spending is crucial. Strategies used will be personalised according to the individual needs of the children and their family.

The school will use progress tracking procedures effectively to identify the strengths and weaknesses of individual pupils and groups eligible for Pupil Premium, and target intervention and support to accelerate progress. Regularly use achievement data to monitor the effectiveness of interventions; continuously adjusting provision to meet the needs of the pupil if necessary.



Class teachers and teaching assistants will be aware of Pupil Premium children in their classes so they can take responsibility for their progress. The school recognises that the wider curriculum supports and enriches children's development in communication, English and Maths, and therefore funding will also be allocated to enable children to participate fully and actively in wider and extra-curricular activities.

Appraisal of staff will include discussions about Pupil Premium children. The Family Liaison Officer will be signposted when required to support families receiving Pupil Premium funding.

Reporting

It will be the responsibility of the Executive Headteacher and Head of School to report to the Governors on:

- The progress made toward narrowing the gap for socially disadvantaged pupils
- An outline of the provision that was made since the last meeting
- An evaluation of the cost effectiveness and impact of the provision in terms of the progress made by the pupils receiving a particular provision.

The Governors of the school will ensure that there is an annual statement to parents on how Pupil Premium funding has been used to address the issue of 'narrowing the gap' for socially disadvantaged pupils. This task will be carried out within the requirements published by the Department for Education and will appear on our school website.

Outcomes

The funding received for Pupil Premium will play an important part in the educational development of the individual pupils who are entitled to receive it. The school will ensure that these pupils are treated equally and as favourably as others and that the additional funding is used well to address the challenges they face. The school will use the additional funding to promote the achievement and progress of all entitled pupils. Through considered use of this additional funding our school is fully committed to ensuring that the individual needs of each entitled child are met. As a result of the additional funding, these children will make better progress and achieve higher standards that would have been less likely without the support.

Pupil Premium Action Plan- Rolvenden Primary School

1. Summary information					
School	Tenterden Infant School				
Academic Year	2020-21	Total PP budget	£ £28,245	Date of most recent PP Review	10/20
Total number of pupils		Number of pupils eligible for PP		Date for next internal review of this strategy	03/21
2. Current attainment and progress for all PP pupils 2020-21					
October 2020 data drop Year 6	<i>Pupils eligible for PP</i>		<i>Pupils not eligible for PP</i>		
% achieving expected standard or above in reading, writing & maths					
% making expected progress in reading (as measured in the school)					
% making expected progress in writing (as measured in the school)					
% making expected progress in mathematics (as measured in the school)					
3. Barriers to future attainment (for pupils eligible for PP) – all year groups					
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)					
A. English	Low GPS scores, need additional targeted support in this area. Need to address comprehension skills to secure good outcomes- Progress measures				

B. Mathematics	Significant drop in number skills since lockdown- fluency of number and reasoning skills both needing further targeted support - Progress measures for Y3-Y5 is a target area		
C. Wellbeing	Need to provide targeted support to ensure catch up after lockdown within a nurturing and supportive environment to reduce anxiety levels of specific children- providing wellbeing and mindfulness activities along the way- outdoor learning day once a week.		
Additional barriers (including issues which also require action outside school, such as low attendance rates)			
D. Home learning support in lockdown and isolation	Attendance from Start of year to November 19th 2020 was PP: 94.4% Non PP: 97.8%- This is a very good outcome considering the COVID-19 restrictions we are under and is an improvement on previous years. But non-attendance due to COVID-19 lockdown between March and September is impacting on attainment and progress lockdown was not good for this group, particularly in mathematics. Remote TA 1:1 support for those isolating needs to be provided this autumn when a PP child is isolating or in full lockdown. The school will monitor the accessibility of work provided and work completed.		
4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria	
A.	Reduce the gap between non-PP and PP in GPS outcomes	Significantly decrease the gap between PP and Non PP	
B.	Reduce the large gap in mathematics between PP and Non PP	MA gap is reduced - SATS target 68.8%	
C.	Children receiving wellbeing support, demonstrate better engagement in school life following the lockdown	Better progress and engagement measured and evidenced in a case study	
D.	Reduce the number of children whose attendance is below 90%	PP attendance target: 96% (excluding COVID related absence)	
5. Review of expenditure			
Previous Academic Year 19/20		Budget £22,000	
i. Quality of teaching for all			
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Successes/Lessons learned
Precision teaching and the first year of developing talk for writing strategies with new leadership and the introduction of talk for reading and the use of	Improved outcomes in PP for every year group End of KS2 SATs the gap in expected outcomes is further reduced if not closed.	On track for expected: Reading: PP % at expected, 0% GD, non PP, Writing: PP non PP Progress rates (sustained=3):	
			Cost Main school budget

VIPERS in reading comprehension.		Reading PP Non PP , Writing PP non PP ,		
Target GPS groups				
Mastery mathematics Year 2 actions.		Impact by March 2020 before the school lockdown:		
Introduction of TT Rockstars groups.	Improved outcomes in PP for every year group	On track for expected:		Main school budget
Developing quality first teaching, the use of deeper questioning and instant pupil feedback, including marking in the moment		Mathematics:		
		Year 6 progress rates (sustained=3):		
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Successes/Lessons learned	Cost
Volunteer readers	Good progress in reading	Refer to data above Individual children showed a good rate of progress. Where attainment was below age related expectations significant other needs affected this.	Continue with additional 1:1 support for readers and provide further opportunities for additional phonic teaching. Target for greater depth readers for this group next year.	No cost

Target precision teaching by TA	Improve progress and attainment of PP children	See data outcomes above	<p>Close monitoring was key.</p> <p>All Y1 and retake Y2s did not sit the test in 2020. A significant number had regressed in phonic knowledge over lockdown.</p> <p>Daily precision teaching and additional target work by HLTA/TAs and teachers is in place for 20/21</p>	£15,000
iii. Other approaches				
Action	Intended outcome	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
Family Liaison support for families	<p>Improved attendance</p> <p>Improved emotional wellbeing</p> <p>Improve attendance of PP and current FSM children – reduce the gap to 1%</p> <p>Attendance Target 95%.</p>	<p>A number of families received vital support to help with housing and other family needs including support on accessing other agencies including SS, NHS and legal support.</p> <p>But there remained a gap in attendance between PP and Non PP before lockdown.</p> <p>Attendance to March 2020: PP: % Non PP %</p> <p>One reason for the gap was the significant SEND/ SEMH and medical needs of individual children. The FLO and leadership team have worked very closely with individual families (particularly during COVID Lockdown)</p>	<p>The attendance of individual PP children improved before lockdown but a small number had significant medical and SEND needs which impacted on attendance. No PP child attended the Hub school during lockdown despite encouragement.</p> <p>Project 96 and FLO family support must continue but need to close the gap further-</p> <p>We need to further reduce the number of pupils whose attendance is less than 90%. Attendance is good for Autumn 2020</p> <p>Parent engagement is good via phone calls as face to face meetings are only used for emergency cases during COVID-19 restrictions- pupils have settled back into school and are ready to learn.</p>	<p>Based on 10 hours support a week for PP families over 37 weeks</p> <p>£8,000</p>

Play Therapy	Better engagement in learning- more emotionally ready to learn.	This therapy supported a small group of complex needs including PP group. All children have positively engaged in the weekly sessions and all have maintained good attendance and engagement in learning- hence the good progress outcomes for 2018	Continue the support for specific pupils meeting the criteria	£4,800
6. Planned expenditure for 2020-21				
Budget	£14,795			

Action Plan 2020-21						
i. Quality of teaching for all						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Increase in precision teaching during lessons and teacher instant feedback to improve attainment and progress, plugging the learning gaps in reading comprehension and GPS	<p>Attainment- on track for expected/greater depth</p> <p>Year 6 PP attainment target:</p> <p>Reading: % Expected, % GD</p> <p>Writing: % Expected, % GD</p>	<p>Following COVID-19 Lockdown the data has highlighted that GPS knowledge has regressed</p> <p>Some pupils require further support with deeper and more complex answers in reading comprehension- using VIPERS to improve this.</p> <p>Present Year 5: Those on track to meet expected outcomes at the end of the year remains a concern and must be addressed.</p>	<p>Monitoring books</p> <p>Data drops 3x a year pupil progress meetings</p> <p>Pupil conferencing</p> <p>Learning walks (cannot take place during the COVID-19 restrictions)</p>	Head of School and En Leader	Within main school budget	<p>At Pupil Progress Meetings</p> <p>Meetings with Ex HT to review data and actions x3</p> <p>Three written reports to governors/ Trust Board a year.</p> <p>Regular meetings with link Governor</p>

Increasing the use of deeper questioning		Progress from March to September was Reading: PP 2.3, non PP xx, Writing: PP 2.6, non PP	Classroom observations T3, T4			
Mathletics embedded in weekly classroom and home learning. Increase in precision teaching and instant feedback in the lessons (marking in the moment). Increasing the use of deeper questioning	All PP children complete weekly Mathletics tasks in school?? Precision teaching and TA target work for small groups will continue during the school day. PP Attainment Targets for whole School groups: Expected PP 6% , Non PP, GD PP. Non PP Progress rate must increase to 7 this	PP progress was slow during lockdown and the numbers on track to achieve expected is significantly lower than	Book looks Data drops 3x a year pupil progress meetings Pupil conferencing Learning walks (cannot take place during the COVID-19 restrictions) Classroom observations T3, T4	Head of School and MA Leader	Within main school budget	At Pupil Progress Meetings Meetings with Ex HT to review data and actions x Three written reports to governors/ Trust Board a year. Regular meetings with link Governor
Total budgeted cost					Within main school budget	

ii. Targeted support across the school	

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Daily 1:1 GPS/reading target groups across all years	See targets above PP need additional catchup classes	Following COVID-19 Lockdown the data has highlighted this as a catchup area for writing	Head of School will meet with teachers for regular updates Data to be monitored	Head of School/En Leader	£5,300 Equivalent to 2.5 hours a week per year	Regular meetings between the head of school and teachers Data reviews Pupil progress meetings + 3 written reports to governors/ Trust Board a year. Regular meetings with link Governor
Daily 1:1 math support- target math groups across all years	See targets above PP need additional catchup classes		Head of School will meet with the MA leader regularly Data to be monitored Pupil conferencing		£5,300 Equivalent to 2.5 hours a week per year	At Pupil Progress Meetings Meetings with Ex HT to review data and actions x3 Data drop x3 a year Three written reports to governors/ Trust Board a year. Regular meetings with link Governor
Daily in class precision teaching	See targets above		Head of School will meet with the MA leader regularly Data to be monitored Learning walks		£8,000 Equivalent to 4 hours a week per class	At Pupil Progress Meetings Meetings with Ex HT to review data and actions x3

			Book looks			Data drop x3 a year Three written reports to governors/ Trust Board a year. Regular meetings with link Governor
					£18,600	
Total budgeted cost						
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies						
iii. Other approaches						
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost	When will you review implementation?
Family Liaison support for families	Improvement to attendance for PP	Previous children accessing this support improved in a number of areas including wellbeing, self-esteem and engagement in learning	Regular safeguarding/SEND SLT meetings	FLO	£6,000	3x a year ExHT and Head of school reviews of data (Oct, Feb, June)
Running family/children workshops/support groups	Better pupil engagement in learning and progress made by pupils receiving		Pupil progress meetings Pupil conferencing			3x year governor monitoring meetings Data analysis
Finance support for Residential trips/day trips Y6	All PP children attend the residential trips and participate in extra-curricular trips.	In previous years this funding has enabled more PP children to participate in trips and some after-school events e.g. a trip to the theatre in The West End and special day trips.	Budget monitoring Attendance registers	DHT	£500	SLT meetings End of year reviews on participation of PP
					£6,500	
Total budgeted cost						