

1. Summary information					
School	St Richard's VC Academy				
Academic Year	2020/2021	Total PP budget	£161, 400	Date of most recent PP Review (EXTERNAL)	May 2018
Total number of pupils	289	Number of pupils eligible for PP	113	Date for next internal review of this strategy	July 2021

2. Current attainment		
Previous year's data due to Covid 19 impact.	<i>Pupils eligible for PP (your school)</i>	<i>Pupil Premium Disadvantage National Average</i>
53% achieving ARE in Reading, Writing & Maths	17 children in Y6.	
achieving ARE in Reading	47.1%	62%
achieving ARE in Writing	52.9%	68%
achieving ARE in Maths	64.7%	67%
3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Lower than average oral and vocabulary skills on entry to FS, restricting achievement across the curriculum, particularly in reading, writing and SPAG.	
B.	Basic numeracy skills when pupils enter Foundation are low for Pupils eligible for PP. This slows progress in subsequent years, particularly in reasoning and problem solving	
C.	Lower than average levels of confidence which can affect attitudes to learning, social skills and behaviour. (Barrier for smaller groups of pupils)	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Lack of parental confidence to support children with learning (now also causing barriers to accessing Remote Learning)	
E.	Attendance of pupils eligible for PP is usually lowers than all other pupils. Inclusive of persistent absentees. Attendance of disadvantaged pupils has dropped further due to impact of Covid 19.	
4. Desired outcomes (Desired outcomes and how they will be measured)		Success criteria

a.	<p>Pupils rapidly closing the gap on all other pupils nationally as they move through the school. Developing greater grasp of language and applying this to their reading and writing. Early provision which intervenes to enhance provision of early language Rapid progress in reading from children entering Foundation Stage. Children will perform in line with their peers in phonics screening at the end of year 1. Increased KS2 outcomes in Reading and Writing.</p> <p>Measured through assessment, regular scrutiny and comparison against national.</p>	<p>Gaps for PP quickly identified on return to school – Sept 2020 Catch up Curriculum implemented; actions put in place. Interventions put in place for PP pupils NELI programme used for early language and communication interventions in EYFS – target PP/those who will qualify for PP. EYFS outcomes particularly in speaking, reading and writing increasing, closing the gap with all others nationally Phonics provision and screening results show diminishing of the gap to national and are improved on the previous year. KS1 data showing rapid progress in diminishing the difference from judgements at the end of FS. More PP pupils who pass the phonic screening in Y1 converting to achieve the year 2 reading standard. SPAG data which is in line or diminishing the difference with national Remote Learning Contingency Plan put in place – emphasis on Laptops being made available for PP pupils immediately during lockdown,</p>
b.	<p>Sustained improved outcomes in Maths at the end of FS and KS1, working on closing the gaps early to ensure KS2 does not have to back fill gaps. Sustained progress through LKS2. Pupils leaving primary education confident in mathematics including the ability to problem solve and reason.</p>	<p>Gaps for PP quickly identified on return to school – Sept 2020 Catch up Curriculum is implemented Teaching assistants deployed effectively across each phase to support PP children’s gaps in learning and pick up SDI SDI put in place for PP pupils. End of FS closing gaps of PP from data on entry. KS1 little difference between PP and ‘all others’. Pupils to meet or close the difference against national other at the end of KS2. Mastery Maths used effectively across the whole school. Data shows that KS1 outcomes are sustained.</p>
c.	<p>Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Pupils achieve high levels of support from newly appointed (Sept 20) ELSA and pastoral team to ensure they can make progress in all aspects of social, emotional and academic provision</p>	<p>Rapid progress in core areas for PP pupils benefiting from tailored provision, including those children attending SEN hub. Where provision is pitched well, rapid progress is evident in learning attitudes and therefore across the curriculum. Pupils demonstrating improved attitudes to learning and a readiness to learn. Increase in percentage of PP pupils achieving expected and greater depth. Vulnerable/PP pupils affected by recent lockdown are quickly identified and supported by ELSA/Safeguarding/SEND team COVID lockdown learning accessed immediately through provision of laptops and/or paper packs to PP pupils and thus improve impact/progress levels.</p>
d.	<p>Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour. Pupils are supported by their families in accessing Remote Learning who understand its value.</p>	<p>Families work in partnership with the school to support and challenge children in their social and academic learning. Increase in engagement of parents with agencies. Sustained decrease in incidents involving inappropriate behaviour/poor attitudes to learning from PP pupils. Classroom behaviours and attitudes beginning to be mirrored on the playground. PP pupils given laptops as a priority in the event of a National lockdown. Bespoke individual support given to PP families with laptops to ensure they are able to access Remote learning. Engagement of PP pupils tracked and supported/ challenged. More PP pupils accessing remote learning as identified through Engagement tracker.</p>
e.	<p>Attendance of pupils eligible for PP diminishing the difference with other pupils. Measured through regular tracking, individual pupil case studies and SLT meetings. Reduction in numbers of PA PP pupils. Continue to support our children and families to improve attendance rates and punctuality.</p>	<p>Attendance rates re-established to prior to COVID standards. All staff are aware of the children in their classes that are eligible for PP and have attendance issues. They can effectively signpost families for support – attendance monitored in line with new trust policy by Inclusion Manager. Attendance is in line with all others or diminishing the difference but also targeting a minimum of 96% and reductions in PA. Attendance is a high priority as a direct result of Pandemic</p>

Academic year				
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A Improve oral language skills for pupils eligible for PP in EYFS classes. Pupils developing a greater grasp of language and apply this in their reading and writing, thus diminishing the difference.	Staff CPD in Talk for Writing to implement the strategy across the EYFS to encourage talk and speaking and listening through creative approaches to inspire and motivate children. Develop /enhance continuous provision for FS/Yr1 children as stimulus to developed and rehearse their oracy, early literacy and writing. RWI implemented across Foundation Stage and KS1 to support early reading in small focussed groups.	Talk for writing – EFF research. Found that there was indicative evidence to support the use of imitation and innovation. Large proportion of PP children show speech and language acquisition delay. Data identifies a difference at end of key stages in Literacy Upwards trend in phonics screening results since implementation of RWI	Specific training provided by outside agency. Effective tracking and monitoring. RWI development days will support and monitor staff delivery of RWI.	E Cook D Ransley R Vernon S Burton
B Sustained improved outcomes in Maths at the end of FS and KS1, working on closing the gaps early to ensure KS2 does not have to back fill gaps. Sustained progress through LKS2. Pupils leaving primary education confident in mathematics including the ability to problem solve and reason.	Additional adults within each year group to enable small group approach to whole class teaching. Focusing on improved concentration and enhanced learning of a mastery curriculum. Support for teachers CPD in addressing specific gaps and tailoring resources to pupil need	Impact on children’s starting points in year 1 due to Covid 19. Missed learning for all pupils due to COVID 19 Smaller group approach, additional staff to meet needs of pupils, improved progress. Additional teacher to be used to split into 3 groups (EEF smaller focussed groups receive more feedback and make better progress 4mth+) Teachers used to complete own class interventions - Impact made by teacher is greater.	Through Pupil progress checking formally and informally) Maths Hub training for Maths Lead and EYFS lead and Early Careers teachers. External support and validation from Trust partners.	E Cook D Ransley D Farrell S Burton
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
A Improve oral language skills for pupils eligible for PP in EYFS classes. Pupils developing a greater grasp of language	Early intervention to support small groups and individual children in speech and language - from New Options to target specific speech and language delay	Outcomes in Reading and Writing inhibit children making GLD at the end of EYFS Nuffield Early Intervention Programme - children entering schools with poor oral language are at risk of educational and social underachievement. EFF shows	Literacy lead to monitor impact, specifically Measuring impact on PP pupils. Monitor progress at assessment weeks	SB KM

<p>and apply this in their reading and writing, thus diminishing the difference.</p> <p>B Sustained improved outcomes in Maths at the end of FS and KS1, working on closing the gaps early to ensure KS2 does not have to back fill gaps. Sustained progress through LKS2. Pupils leaving primary education confident in mathematics including the ability to problem solve and reason.</p> <p>C Improved outcomes for pupils as additional support and intervention is provided to meet individual needs. Pupils achieve high levels of support from newly appointed (Sept 20) ELSA and pastoral team to ensure they can make progress in all aspects of social, emotional and academic</p>	<p>Apply for NELI programme and implement in EYFS using experienced HLTA, increase levels of adult support in EYFS. Target PP/will be PP pupils. RWI 1:1s and small group work for PP pupils delivered by experienced Tas.</p> <p>Personalised intervention programmes for PP pupils (small groups) finely tuned to meet individual needs. Where possible teachers to lead or experienced TAs Experienced TA to support teaching and learning of small groups and one to one. Use early Autumn assessment to inform groups/gaps in light of lockdown. Small group intervention in the afternoon to support small groups and 1 to 1 tutoring in Reading, Writing and Maths. After school booster classes to start January 2020 with teachers, also 1 to 1 support for individual children Daily, intensive early bird reading for PP led by experienced TA.</p> <p>New role in school of Emotional Literacy support worker in place from Sept 2020 to support the individual needs of pupils, delivering 1:1 and group sessions to support social and emotional needs.</p> <p>Additional ELSA sessions introduced, assessing need when pupils return after lockdown</p>	<p>that targeted support through this programme can provide 4mths catch up.</p> <p>Evidence suggests that TAs can have a positive impact on academic achievement (EEF Toolkit)</p> <p>Both nationally and locally we are aware that the pandemic and lockdown will have massive implication on the mental health and wellbeing of the children Previous work demonstrates that pre work with pupils and emotional intervention can impact positively on wellbeing and academic achievement Successful work completed in this area both with school staff and wider support. Pupils prove more ready to access learning. Solid relationships built to access learning.</p>	<p>Class teacher and SENDCo to monitor impact of interventions.</p> <p>ELSA records group / individual sessions on CPOMS. Pastoral lead to monitor impact – case studies to support</p>	<p>TMW EG</p>
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead
<p>D Disadvantaged pupils display good attitudes to learning and have a (family) community, that is increasingly supportive of academic excellence and outstanding behaviour. Pupils are supported by their families in accessing Remote Learning who understand its value.</p> <p>C. Improved outcomes for pupils as additional support and intervention is provided to meet individual social and emotional needs.</p>	<p>Safeguarding and pastoral Manager role to: -offer support to parents/carers who may have concerns about their child/children’s emotional wellbeing. - support families emotional needs through external agencies such as Including HeadStart and Early Help (Increased action and awareness - current COVID situation).</p> <p>All PP pupils supplied with Laptops during lockdown and 1:1 support to enable their child to access their learning.</p> <p>Use intervention such as Power Training for individual pupils to support their emotional needs and build resilience</p>	<p>Support from within the school helps reinforce positive views of the school through an open and supportive network.</p> <p>Continue to build on the positive relationships built in lockdown.(parental voice gathered).</p> <p>Dfe guidance on supporting pupils who cannot access face to face education during Coronavirus.</p>	<p>Pupil/parent voice on attitudes towards learning</p> <p>Weekly SLT meetings to review support work for children and families. Monitoring of interventions and impact on other aspects of home and school life</p> <p>Engagement tracking grid collated weekly and presented to Trust SID</p> <p>Monitoring of interventions and impact on other aspects of home and school life</p>	<p>KM EG</p> <p>EC</p> <p>KM EG TMCW</p>

<p>E Attendance of pupils eligible for PP diminishing the difference with other pupils.</p> <p>(B, D & E) All children benefit from curriculum enrichment opportunities and therefore develop a better understanding of areas of the curriculum.</p> <p>(B, D & E) All children benefit from extra-curricular enrichment opportunities. This will have a life-long impact as well as adding to enjoyment of school.</p>	<p>Attendance lead to monitor pupils and follow up quickly on absences. First day response provision. (Additional work with families on return to school following lockdown) Implementation of policy and specific monitoring and action of vulnerable pupils</p> <p>ELSA/DSL used to meet and greet and late PP pupils/ complete home visits/ welcome back visits for PP pupils who are anxious about coming to school after lockdown.</p> <p>Work with Trust to develop programme to bring anxious PP learners/families back to school post lockdown.</p> <p>Bespoke support plans put in place for PP PA pupils and PP pupils who do not engage during Remote Learning.</p> <p>Range of clubs offered free for PP pupils, such as breakfast club to enhance attendance and sports clubs such as table tennis to build relationships, resilience and enrichment offer (Breakfast club will be offered to most vulnerable PP pupils to ensure breakfast, punctuality and learning opportunities - this will be based on COVID RA numbers. Other enrichment will resume where possible),</p> <p>Class trips to be subsidised for PP including annual Residential for Year 6 and Year 5 trip to Edinburgh (as soon as these can resume). Extra- curriculum activities to promote health and well-being, and the interests of the pupils. Music tuition, group provided free of charge. (Some continuing under current measures, not all)</p>	<p>In order to improve attainment, we must improve attendance. Trust-wide attendance policy has been implemented with rigorous monitoring to improve attendance.</p> <p>High profile support plan will be in place Spring 2021 to encourage all children back to school.</p> <p>Experiences to develop self-confidence, self-esteem and resilience.</p> <p>Residential to promote teamwork, opportunities to develop relationships and independence within the older pupils within the school and offer opportunities that they would not otherwise experience.</p> <p>Extra-curriculum activities will enhance pupils experiences at school and develop and improve enjoyment at school developing positive experiences for all children who attend.</p>	<p>Implement Trust Policy and inform parents and staff of children's attendance</p> <p>Weekly review of attendance in SLT – track and monitor all groups.</p>	<p>EG KM TMcW</p>
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a. Additional detail

Review of 2020/2021