 **Pupil premium strategy statement (2020-21)**

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| 1. **Summary information** | | | | | |
| **School** | The Roebuck School | | | | |
| **Academic Year** | 2020 - 21 | **Total PP budget** | £152,585 | **Date of most recent PP Review** | July 2020 |
| **Total number of pupils** | 287 | **Number of pupils eligible for PP** | 113 | **Date for next internal review of this strategy** | Dec 2020 |

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| 1. **Current attainment** | | |
| End of Key Stage Results 2019 No 2020 results due to COVID-19 | *Pupils eligible for PP (your school)* | *Pupils not eligible for PP (national average)* |
| **Key Stage 1 (year 2)** | 12 |  |
| **% achieving expected standard in reading** | 58% | 94% |
| **% achieving expected standard in writing** | 50% | 88% |
| **% achieving expected standard in maths** | 42% | 88% |
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| **Key Stage 2 (year 6)** | 28 |  |
| **% achieving expected standard in reading** | 46% | 69% |
| **% achieving expected standard in writing** | 64% | 92% |
| **% achieving expected standard in maths** | 61% | 85% |
| **% achieving expected standard in GPS** | 57% |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP, including high ability)** | | | |
| **In-school barriers** | | | |
|  | | Significant number of children eligible for PP are also SEN | |
|  | | Oracy and vocabulary skills very low | |
|  | | Attainment is below that of national average in reading, writing and maths | |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* | | | |
| **D.** | | Engagement with parents/carers in home learning – generally and with COVID-19 home learning in the event of a bubble closure | |
| **E.** | | Attendance (need %) | |
| **F.** | | Well-being? | |
| **G.** | | Covid-19 – lost learning | |
| 1. **Desired outcomes** | | | |
|  | *Desired outcomes and how they will be measured* | | *Success criteria* |
|  | Gap closed between PP and non-PP pupils and reach county/national averages.  Catch up interventions | | Teachers are aware of PP children in their class and plan for these children accordingly. Teachers communicate the progress, attainment and needs of these pupils at regular pupil progress meetings.  Planned programme of interventions shows improved outcomes. |
|  | Early identification and addressing speech and language issues. Support for speech and Language and vocabulary extension throughout school  Talk 2/5  In house sp & lang support | | Speech and Language difficulties will be identified early and addressed, children’s communication skills will improve -   this will be shown in EYFS data for communication.   All KS1 classes using ‘Talk for Writing’ approach to English lessons to  improve vocabulary and spoken/written language  Y2/Y5 successfully implemented Talk 2/Talk 5  More children meet GLD in EYFS |
| **C** | Attainment rises – measured using KS tests (may change due to COVID) | | Attainment and progress skills improve on previous years |
| **D** | Children are accessing and engaging with home learning (measured using % on dojo) | | A higher % of children are engaging with home learning and sending it back to school using dojo or paper copies  Gap does not widen further |
| **E** | Higher levels of attendance for Pupil Premium children. | | Attendance of PP children to rise. Children’s attendance is regularly monitored by FSW and SLT. Initiatives put in place to encourage increased attendance to be successful. Strategies reviewed regularly for their effectiveness. |
| **F** | Mental Health and Well-Being of pupils improves. HLTA to use Boxhall type analysis | | Improved educational outcomes recorded. |
| **G** | Catch up curriculum impacts positively on gap that has arisen due to school being closed to most pupils since March 2020 and continuing to close bubbles due to COVID-19 | | Children catch up the lost learning and continue to make progress in the A R curriculum. |

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| 1. **Planned expenditure** | | | | | |
| **Academic year** | **2020/21** | | | | |
| The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies. | | | | | |
| 1. **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?** |
| Improved results in reading at end of KS1 and KS2, | Additional 1:1 reading opportunities for children in KS1 and KS2  Extra phonics sessions  Booster catch up sessions to focus on reading and phonics | The majority of children in school are not supported by home reading. School has worked hard to support his through targets/ rewards/ reading activities; however the majority of children still don’t read regularly home | KS lead to monitor  Catch up funding to pay for additional TA for reading  2xTA to be redeployed to focus on early reading in KS1 | **KJ**  **JN** | **Dec 2020** |
| Nationally, schools closed in March 2020 and all statutory and end of key stage tests were suspended. This included phonics test so there are no external statutory results or indicators. Year 2 will sit an external phonics test in Autumn 2020 which will be reported to governors. Additional 1-1 reading opportunities were provided and staff (TA) received extra training | | | | | |
| Improve vocabulary (spoken language and language  understood) throughout school in order to improve spoken language and reading comprehension | Talk for Writing Developing vocabulary using strategies from MIT training.  All subject leaders to identify vocabulary that children should learn, know and use linked to subject topics. | Although good progress is made throughout reception, throughout school Speech and Language, communication and vocabulary and knowledge of story structure is low. Talk for writing encourages vocabulary extension, knowledge of sentence structure and appropriate language.  Reading assessments are evidence that comprehension is an area in need of development. Analysis indicates that poor understanding of vocabulary prevents children from answering questions correctly. | Staff will continue to use TFW following training. Additional training will be provided for new staff.  Subject leaders will have made specific reference in their subject to what vocabulary children should learn, know and be able to use in each year groups. Vocabulary will be displayed around the classroom and around school. Ensure that reading phase of each English unit covers a range of domain questions and enables children to  explore a wide range of vocabulary | SW  JN | Training in Autumn term  Review – Feb half term 2021 and each half term until end of academic year. |
| Talk for writing training implemented Y2 & Y5 impact to be monitored more closely next academic year, when hopefully there will be no further lockdowns  Fridge words and “Ask me about…” have improved children’s vocab as evidenced in writing | | | | | |
| Improve attainment in maths | Catch up focus on maths  Implementation of maths mastery type approach | Children make more progress in small group | SL – training and monitoring  Use of catch up funding to supplement if needed | NK | Half termly as part of pupil progress mtgs |
| No testing this academic year. | | | | | |
| Behaviour for learning will improve, with a positive impact on learning and progress | Improvements to  I B P for children with behaviour needs and employ pastoral lead | Some children in school show behaviour difficulties, which impact on their own learning and can on occasions be disruptive to class teaching. | External support (GH) | SLT | October 2020 |
| Behaviour policy implemented and reviewed regarding adults changing behaviour – most children are more focussed on their learning in lessons. Golden Hill have supported but again the national lockdown has affected impact of strategies | | | | | |
| Impact of closure due to covid will be as small as possible | Use of catch-up funding for boosting  Class teachers running  after school clubs in  RWM | During lock down very few PP children engaged with online learning (approx. 24%) | Additional teacher and TA hours throughout school | JAS  SK | Feb 2021  July 2021 |
| See catch up plan review | | | | | |
| **Total budgeted cost** | | | | | **£22,000** |
| 1. **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?** |
| Continue to improve Speech, Language and Communication throughout Reception year | NELI | Baseline assessments show that on entry some children’s communications skills are significantly below the national averages. | Training from DfE | SW | Depends on when the programme starts (Jan 2021) |
| NELI programme implemented, however EYFS had four enforced isolations plus the national lockdown – the NELI program wasn’t completed – training taken place with EYFS TA and Y1 TA to enable the program to continue in to year 1 – impact to be measured at the end.  NELI to be implemented with the new EYFS cohort | | | | | |
| Improve outcomes for pupil premium SEND children | Additional support  Change of curriculum  EP involvement | Targeted support for this group of children has been beneficial in the past – enabling them to make progress in line with their starting points | SENCo to monitor  Feedback on class maps  Pupil progress mtgs | MR | TLP review dates (half termly) |
| Additional support allowed for plan to be put in place and enable SEND PP children to access the outdoor classroom  Funding provided bought in CAHMS support – continue next academic year  Stepping back into school worked well and supported children with additional mental health needs | | | | | |
| **Total budgeted cost** | | | | | **£12,000** |
| 1. **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?** |
| Improve mental health and well-being of targeted autistic PP children. | Use of outdoor classroom | Social and Emotional: some children have significant and complex social and emotional needs which are met through our nurturing programme. This will have a greater focus on wellbeing and mental health | HLTA/DHT have received training | SW | Half termly – over the whole year |
| See above | | | | | |
| Improve mental health and well-being of targeted PP children | A confident me programme – delivered by Pastoral HLTA who is paid for by this fundinghas been trained | Evidence shows that covid impacts on mental health can be worrying. This is a specially designed programme for children in primary school. | Staff have been trained and SENCO will monitor | DT  MR | December 2020 |
| Excellent programme that supported children – impact enabled children who may otherwise have had FTE to stay in school | | | | | |
| To support families and improve attendance | Provision of a heavily subsidised breakfast club | Clear evidence that breakfast club improves punctuality and attendance of targeted children | Analysis of attendance and behaviour data | KG  AC | Termly – pupil progress mtgs |
| Due to Covid restrictions breakfast club didn’t take place full time | | | | | |
| To support families to improve health and well-being | Provision of food parcels, uniform and other household goods  Signpost to health and well-being services  Employ a FSW | Clear evidence to support the fact that Poverty has negative impacts on children’s health, cognitive development, social, emotional and behavioural development and educational outcomes. (Morag C Treanor) | Regular supervision meetings with FSW | KG  JAS | Monthly mtgs |
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| **Total budgeted cost** | | | | | **£66,350** |

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| 1. **Additional detail** |
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