

# Ryarsh Primary School Pupil Premium strategy statement

1. Summary information					
<b>School</b>	Ryarsh Primary School				
<b>Academic Year</b>	2020/21	<b>Total PP budget</b>	£13,500	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	211	<b>Number of pupils eligible for PP</b>	8 eligible for funding. Will increase to 11.	<b>Date for next internal review of this strategy</b>	Jan 2021

## 2. Current attainment - 2019 KS2 outcomes

In the 2019 KS2 SATs, our Year 6 cohort had 2 PP children and 28 non-PP children.

	Reading		Writing		Maths		GPS		Combined reading, writing and maths
	Expected or above %	High %							
<b>Ryarsh PP</b>	<b>50</b>	<b>27</b>	<b>50</b>	<b>0</b>	<b>50</b>	<b>18</b>	<b>50</b>	<b>0</b>	<b>0</b>
<b>Ryarsh Non-PP</b>	<b>89</b>	<b>0</b>	<b>97</b>	<b>27</b>	<b>89</b>	<b>0</b>	<b>93</b>	<b>39</b>	<b>82</b>

In terms of average scaled scores:

	Reading	Maths	GPS
<b>Ryarsh PP</b>	<b>98.5</b>	<b>99.5</b>	<b>98.5</b>
<b>Ryarsh Non-PP</b>	<b>106.1</b>	<b>105.2</b>	<b>106.5</b>

In terms of progress:

	Reading	Writing	Maths
<b>Ryarsh PP</b>	<b>0.1</b>	<b>-0.3</b>	<b>-0.1</b>
<b>All children</b>	<b>0.2</b>	<b>1.4</b>	<b>-1.1</b>

Overall, our PP groups are small, resulting in headline percentages that fluctuate from year to year. Detailed evidence on individual children is held in school rather than published here.

### Pre-Covid assessment information (end of term 3 2020)

	Reading		Writing		Maths		Combined reading, writing and maths
	Expected or above %	High %	Expected or above %	High %	Expected or above %	High %	
<b>Ryarsh PP</b>	<b>84</b>	<b>45</b>	<b>82</b>	<b>39</b>	<b>87</b>	<b>39</b>	<b>80</b>
<b>Ryarsh All</b>	<b>75</b>	<b>13</b>	<b>75</b>	<b>13</b>	<b>75</b>	<b>13</b>	<b>75</b>

<b>3. Barriers to future attainment (for pupils eligible for PP)</b>		
<b>In-school barriers</b>		
<b>A.</b>	Lower engagement with reading limits both love of reading as well as learning of key reading skills.	
<b>B.</b>	Learning behaviours, including aspirations and determination to succeed.	
<b>External barriers</b>		
<b>C.</b>	Historic lower attendance for PP children has limited these children's learning time in school, affecting their progress.	
<b>D.</b>	For some children, early trauma can impact on their emotional well-being and mental health.	
<b>4. Desired outcomes</b>		<b>Success criteria</b>
<b>A.</b>	Support PP children's reading development	There is a clear increase in children's engagement with reading both in school and at home. Children have made an increasing level of progress with their reading attainment,
<b>B.</b>	Children's aspirations to success increase and there is an improvements in their learning	The children are driven and highly motivated to succeed. There are demonstrable improvements to their aspirations and this is evidenced in their improved progress.
<b>C.</b>	To maintain high attendance for PP group	Attendance for PP group remains above 97.0%
<b>D.</b>	To support PP children's emotional well-being and mental health	Clear improvements are made to the whole school environment to support children's well-being and mental health. For the children this area impacts on most, they are provided with additional opportunities to improve their emotional well-being and mental health and this leads to clear improvements in their approach to school and learning

<b>5. Planned expenditure</b>					
<b>Academic year</b>		<b>2020/21</b>			
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.					
<b>i. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

<p>Improve pupil outcomes in reading</p>	<p>Make improvements to whole school approach to reading. Invest in an increasing amount of books. Increase incentives for the children. Work alongside parents more to engage reading at home.</p>	<p>Historical observations and data show that the teaching of reading could be improved. This year, we will develop a 'novel study' approach for years 2-6. We also need to make sure that we have more reading scheme books in year 2-3 to improve the progression of children's reading.</p>	<p>Targets have been set for all children (including PP children), reviewed termly.  It will also be reviewed as part of our school improvement plan.</p>	<p>DC/CM</p>	<p>Jan 2021 and termly</p>
<p>Improve the children's emotional well-being and mental health</p>	<p>Improve the school environment to promote personal development, emotional well-being and mental health. Engage in more experiences at whole school level and classroom level to promote strong mental health and emotional-wellbeing.</p>	<p>With the return to school following the outbreak of Covid-19, it will be important to support children's wellbeing and mental health across the school.</p>	<p>Opportunities have been identified and dates have been set for these experiences.  Staff CPD will take place on mental health and wellbeing.</p>	<p>DC</p>	

Improve the impact of CPD opportunities for teachers and teaching assistants.	Widen CPD opportunities for all class-based staff.	Quality of provision is high throughout the school. Continued CPD will further strengthen and develop the quality of teaching and learning which will affect all children including PP children. Evidence shows that excellent teaching benefits PP children significantly.	Review impact on children's learning 6 times per year. Feedback from staff following CPD.	DC	
<b>Total budgeted cost</b>					<b>£8,000</b>

<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve pupil outcomes in reading (improve love for reading and reading skills).	<p>Improve the quality of reading interventions</p> <p>Provide with increasing range of personally selected books to read.</p> <p>Provide with individual reading incentives where appropriate.</p>	<p>Analysis of 2019/2020 outcomes throughout the school show that for many children, their reading progress is not as strong as other areas. With reading underpinning many other areas of curriculum learning, it is vital that this area is addressed as it will provide a stronger platform for success in other curriculum areas.</p> <p>By increasing the children's enjoyment of reading as well as their reading skills, this should lead to significant improvements in a number of areas.</p> <p>1:1 tuition through areas such as Beanstalk readers have had a clear and</p>	<p>Use of pupil voice</p> <p>Meet with parents to review engagement with reading at home.</p> <p>Monitor reading at home through use of reading records.</p> <p>Review impact with adults providing additional support.</p>	DC/CM	Termly tracking of reading attainment.

	<p>Monitor reading at home and support where necessary.</p> <p>Continue participation in the Book Trust Letterbox Club. Introduce opportunities for debating.</p>	<p>positive impact on our children. This will be extended to PP children.</p>			
<p>Children's aspirations to succeed increase and there is an improvement in their learning behaviours.</p>	<p>Weekly meeting with Headteacher to review learning and celebrate approach to learning as well as outcomes.</p> <p>Meeting with other member of the SLT to also review learning.</p> <p>Increase parental meetings to provide regular feedback to the improvements in the children's approach.</p>	<p>1:1 support and additional in-class interventions had a positive impact last year on attainment. This approach will continue this year but be more specific to the needs of the individual children.</p> <p>Our school community is very strong and we aim to continue our work to strengthen it by communication and supporting parents further (school improvement plan priority).</p> <p>By celebrating achievements with our children using a wider range of adults, this should provide the children with an increasing motivation to succeed.</p> <p>By providing the children with more enrichment opportunities, we hope to increase their aspirations further. We will</p>	<p>Review impact on children's learning 6 times per year.</p>	<p>DC</p>	<p>Jan 2021 and termly</p>

	Help provide the children with an increasing range of enrichment.	need to consider the impact of Covid-19 on what we can offer.			
Improve emotional support and well-being for children that have experienced past trauma	Where appropriate, help to provide an increasing level of support for children through therapy/counselling sessions.	We appreciate that some of our children are impacted on by previous trauma and understand that these children may need to be provided with the most appropriate support depending on their level of need to ensure that they are able to enjoy school and experience on-going success.	Monitor with parents and class teacher.	DC	Review impact as necessary for children provided with this support.
<b>Total budgeted cost</b>					<b>£5,000</b>

<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>

Maintain high levels of attendance for PP children	Maintain improved communication with families regarding attendance. Implement attendance projects required and continue rewards systems for attendance. Address attendance concerns quicker with individual families.	Historically, attendance for our PP groups has shown a significant increase over the last few years. However, this decreased last year highlighting the need to address this area.	Take advice on attendance and continue to review attendance frequently during this academic year.	DC	Jan 2021 and termly
Improve children's motivation and engagement in their learning.	Subsidy of extra-curricular learning experiences  Provide access to extended schools free of charge.	Historical impact of this action has been high.	Review with children, parents and class teachers.	DC	January 2021
<b>Total budgeted cost</b>					<b>£2,000</b>

## 6. Review of expenditure

Previous Academic Year		2019/2020	Total PP budget	£13,500
<b>i. Quality of teaching for all</b>				
Desired outcome	Chosen action / approach	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
Improve pupil outcomes in reading	<p>Make improvements to whole school approach to reading.</p> <p>Invest in an increasing amount of books.</p> <p>Increase incentives for the children.</p> <p>Work alongside parents more to engage reading at home.</p>	<p>There was significantly more spend on books, especially for those children working through our phonics scheme. This helped one child to move from below expected to the expected level by the end of term 3 2020.</p> <p>Whole School reading incentives were introduced in term 3 but measuring impact was difficult due to impact of Covid19.</p> <p>6/8 of our PP children reached the expected level in reading with 1 child exceeding by the end of term 3 2020. Impact beyond this is difficult to measure due to Covid19 outbreak.</p>	As a school, we need to improve our approach to teaching whole class reading as this will impact on all children.	£1,425
Improve the children's emotional well-being and mental health	<p>Improve the school environment to promote personal development, emotional well-being and mental health.</p> <p>Engage in more experiences at whole school level and classroom level to promote strong mental</p>	<p>Further opportunities to recognise and strengthen emotional wellbeing and mental health were utilised in the school.</p> <p>Whole school assemblies and themed days such as 'hello yellow' day were used. Classroom and whole school displays to celebrate children and their families were introduced to help improve the sense of belonging for these children.</p>	<p>Due to outbreak of Covid19, all children will require more opportunities on social and emotional learning in order to re-establish the sense of emotional safety and strengthen the children resilience.</p> <p>Mental health and wellbeing toolkits to be introduced in order to help train and develop staff in different ways they can help and support the children.</p>	-

	health and emotional-wellbeing.			
Improve the impact of CPD opportunities for teachers and teaching assistants.	Widen CPD opportunities for all class-based staff.	Teachers were provided with personal development time throughout the year to improve the impact of CPD. For the majority of classes, there were clear improvements in the quality of teaching and learning.	Utilise academic research more to improve impact further.  Provide coaching opportunities for staff.  Increase TA training opportunities.  Alter appraisal model with an increased focus on action research projects.	£3,406
<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve pupil outcomes in reading (improve love for reading and reading skills).	Provide more 1:1 adults support to develop love of reading and reading skills.  Provide with increasing range of personally selected books to read.  Provide with individual reading	For some children, this helped them to make improved progress in reading. One child moved from below expected to expected in reading and other children were showing clear improvements.  The impact of this actions is limited due to outbreak of Covid19.	Continue to provide 1:1 support where possible for children that are responding well to this provision.  Beanstalk reading could also be used to provide additional opportunities.  Further reading interventions need to be introduced to support these children.	£2,590

	<p>incentives where appropriate.</p> <p>Monitor reading at home and support where necessary.</p> <p>Continue participation in the Book Trust Letterbox Club.</p> <p>Introduce opportunities for debating.</p>			
<p>Children's aspirations to succeed increase and there is an improvement in their learning behaviours.</p>	<p>Weekly meeting with Headteacher to review learning and celebrate approach to learning as well as outcomes.</p> <p>Meeting with other members of the SLT to also review learning.</p> <p>Increase parental meetings to provide regular feedback to the improvements in the children's approach.</p> <p>Help provide the children with an</p>	<p>There was an increase in parental engagement for some parents. However, success criteria for this action was not met due to reduced leadership capacity and impact of Covid-19.</p> <p>Children were provided with usual range of enrichment activities across the school. This was restricted due to outbreak of Covid-19.</p>	<p>SLT to be allocated specific families to work with. There will be frequent communication to review and improve support across the year.</p>	-

	increasing range of enrichment.															
Improve emotional support and well-being for children that have experienced past trauma	Where appropriate, help to provide an increasing level of support for children through therapy/counselling sessions.	We appreciate that some of our children are impacted on by previous trauma and understand that these children may need to be provided with the most appropriate support depending on their level of need to ensure that are able to enjoy school and experience on-going success.	Monitor with parents and class teacher.	£1500												
<b>iii. Other approaches</b>																
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>												
Increase attendance for PP children	Improve communication with families regarding attendance, implement attendance projects and introduce new rewards systems for attendance.	<table border="1"> <thead> <tr> <th></th> <th><b>2017-18</b></th> <th><b>2018-2019</b></th> <th><i>2019-2020 (until lockdown)</i></th> </tr> </thead> <tbody> <tr> <td>PP attendance</td> <td><b>97.1%</b></td> <td><b>97.1%</b></td> <td><i>91.45% (not including one persistent absentee 94.72)</i></td> </tr> <tr> <td>Whole school attendance</td> <td><b>97.5%</b></td> <td><b>96.9%</b></td> <td><i>96.83%</i></td> </tr> </tbody> </table>		<b>2017-18</b>	<b>2018-2019</b>	<i>2019-2020 (until lockdown)</i>	PP attendance	<b>97.1%</b>	<b>97.1%</b>	<i>91.45% (not including one persistent absentee 94.72)</i>	Whole school attendance	<b>97.5%</b>	<b>96.9%</b>	<i>96.83%</i>	<p>We need to continue to work alongside our families closely to support attendance. If any child is feeling anxious to return to school following outbreak of Covid-19, we will seek to work alongside families to help support attendance to school.</p> <p>We also need to continue to try and close the gap between PP attendance whole school attendance by assigning individual members of SLT to check in with PP families to support attendance.</p>	£100  (attendance rewards)
	<b>2017-18</b>	<b>2018-2019</b>	<i>2019-2020 (until lockdown)</i>													
PP attendance	<b>97.1%</b>	<b>97.1%</b>	<i>91.45% (not including one persistent absentee 94.72)</i>													
Whole school attendance	<b>97.5%</b>	<b>96.9%</b>	<i>96.83%</i>													

		Attendance reward systems did continue from term 1-3.	We will also need to communicate quicker with parents where there are attendance concerns.	
To support children in retaining their basic skills and enthusiasm for learning through the summer break, facilitating a good start to the new academic year.	Summer holiday tuition for targeted PP children provided in their homes by member of SLT.	This did not happen due to outbreak of Covid-19.	We will need to consider where to direct support for PP children. New interventions will need to be purchased that will help support children, especially in their reading.  We will need to think about new reward systems to help motivate and enthuse the children.	0
To improve children's motivation and engagement in their learning.	Subsidy of extra-curricular learning experiences and extended schools.	Feedback from teachers and children shows widespread positive benefits of children's involvement in trips and use of extended schools provision.	Continue to support PP children's involvement in trips and residential experiences, especially for PP children in Year 4 and 5. Research new enrichment experiences that could be provided.  Continue to provide access to extended schools provision where this is appropriate.	£530

## 7. Additional detail

### Pupil Premium Outcomes

#### In-school data Years 1-6 (as of Term 3 2020)

The data from term 3 2020 shows that there is an academic gap between PP children and non-PP children. Due to the low amounts of PP children in the school, it is worth noting that just one more PP child reaching the expected level in reading, writing and maths would mean that there would be a very little gap as this number would increase to 88%. Historically, there does appear to be a growing gap between PP children and non-PP children exceeding age related expectations.

	Reading		Writing		Maths	
	Expected or above %	Exceeding %	Expected or above %	Exceeding %	Expected or above %	Exceeding %
<b>Feb 2020 Ryarsh PP</b>	75	13	75	13	75	13
<b>Feb 2020 Non - PP</b>	87	46	84	40	89	41
<b>July 2019 Ryarsh PP</b>	71	14	86	14	71	14
<b>July 2019 Ryarsh Non- PP</b>	88	42	85	34	91	35
July 2018 Ryarsh PP	82	36	91	18	82	27
July 2018 Ryarsh Non- PP	93	47	88	39	91	42
<i>July 2017 Ryarsh PP</i>	85	46	85	23	77	31
<i>July 2017 Ryarsh Non- PP</i>	92	46	86	32	92	41