



Pupil premium three year strategy statement for Risley Avenue Primary School 2020-2022

1. Introduction

The Pupil Premium is the funding allocated by government to children who are entitled to Free School Meals or who have claimed Free School Meals in the past 6 years. It is also allocated to Looked After Pupils and children of Service Personnel. The funding was given to schools in an attempt to close the gap in attainment between disadvantaged and non-disadvantaged children. Closing this gap has been challenging for schools and the reasons for the gap are numerous and complex. Nationally, a disadvantaged child is still more than twice as likely as their classmates from more advantaged homes to leave primary school without reaching expected levels in reading and writing. The aim of this money is to try to close the attainment gap between pupils and to try and remove any barriers to learning that pupils may face.

At Risley Avenue Primary School the Pupil Premium has been making a significant difference to our disadvantaged pupils. Our pupil premium pupils are a defined group but we are careful not to label pupils and make assumptions about their learning. Instead, we look at pupils as individuals in our pupil progress reviews, considering any barriers they be facing and deciding what support each child would most benefit from in order to make the best possible progress.

The pupil premium budget has been reducing over past 4 years as take up of Free School Meals has been less. This is partly related to free dinner being offered to all EYFS and KS1 pupils. Parents who receive benefits are still encouraged to apply for free school meals.

We are adopting a 3 year strategy plan to help us plan the most effective use of the pupil premium grant. This plan is a working document and will evolve throughout the year as we carefully monitor the progress and wellbeing of our disadvantaged and vulnerable students. We will update the plan annually on the school's website.

2. School Overview

School name	Risley Avenue Primary School
Pupils in school	571
Proportion of disadvantaged pupils	24%
Pupil premium allocation this academic year	£287,830
Academic year or years covered by statement	2020/21/22
Publish date	01 December 2020
Review date	01 November 2021
Statement authorised by	Linda Sarr - Headteacher
Pupil premium lead	Annette Manley – Deputy Head
Governor lead	Ann Waters

Disadvantaged pupil progress scores for academic year 2019

Measure (Progress where '0' is expected progress).	Score	National Score
Reading	-2.7	-0.6
Writing	2.1	-0.4
Maths	-1.2	-0.7

Disadvantaged pupil performance overview for academic year 2019

Measure	Score	Difference with national
<i>*Attainment in Reading, Writing and Maths combined</i>		
Meeting expected standard at KS2*	53%	2% above
Achieving higher standard at KS2*	7%	4% below
Meeting expected standard at KS1*	80%	30% above
Passing Phonics Screen	50%	21% below
EYFS Good Level of Development	60%	3% above

3. Strategy aims for disadvantaged pupils linked to our School Improvement Priorities.

Measure	
Priority 1 (SIP 2)	To closely monitor and evaluate the progress and attainment of our disadvantaged pupils in reading, writing and maths and to act upon this to ensure they make the best possible progress and any gaps in learning are filled, with particular emphasis on Reading and progress in Maths.
Priority 2 (SIP 3)	Disadvantaged pupils Phonics progress to be closely monitored; any children falling behind are identified in a timely manner – to ensure we increase the number of disadvantaged pupils passing the phonics screening test to be at least line with national attainment and to ensure all pupils across the school have good phonic knowledge.

Aim	Target	Target date
To improve progress in Reading	Achieve above the national average progress scores for disadvantaged pupils in KS2 Reading	June 21
To continue good progress in Writing	Continue to achieve above the national average progress scores in KS2 Writing	June 21

Improve progress in Mathematics	Achieve above the national average progress scores in KS2 Mathematics	June 21
Improve phonics pass rate	Achieve above the national average standard in the phonics screening test (71% disadvantaged pupils passed nationally in 2019)	June 21

4. Spending priorities and rationale for current academic year

We have divided the allocation of the grant into 3 areas or tiers. This is because evidence suggests that Pupil Premium spending is most effective when schools use a tiered approach. The tiers are:

1. **Teaching and Staff Development** Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.

2. **Targeted Academic Support** High quality interventions can have a positive impact on outcomes for pupils.

3. **Wider Strategies** To support the most significant barriers to success in school, including attendance, behaviour and social and emotional support.

Tier 1: Teaching and Staff Development

Priorities for the current academic year	
MEASURE	ACTIVITY
Priority 1	<p>Continued Professional Development for teachers using Rosenshine’s Principles as starting point. Class teachers will carry out action research in their classrooms and through observing colleagues. Findings and best practice will be written up and shared.</p> <p>All new staff ,including NQT’s received training and support throughout their induction year and beyond.</p> <p>Teachers to build on levels of students levels of independence, to develop their vocabulary and language skills, including developing speaking and listening skills on entry to school.</p>

Priority 2	<p>All relevant staff (including new staff) have received training to deliver the phonics scheme effectively.</p> <p>Phonics lead is given time out of class to evaluate the quality of phonics lessons.</p> <p>Additional teaching staff available to teach phonics groups.</p>
Barriers to learning these priorities address	<p>Ensuring high quality teaching approaches to engage all pupils, pitch of teaching, excellent feedback given to pupils.</p> <p>Ensuring staff have a good understanding and knowledge of evidence-based whole-class teaching strategies and use these. This includes theories on metacognition and vocabulary development.</p> <p>Ensure phonics programme is carried out rigorously.</p> <p>Identify gaps in pupil's learning, ensuring lessons are well sequenced and planned.</p>
Projected spending	£169,000

Tier 2: - Targeted Academic Support

Priorities for the current academic year	
Measure	Activity
Priority 1	<p>Secure 1:1 Tuition and small group catch-up programmes in reading and mathematics.</p> <p>Provide tablets and laptops to pupils to allow for home - learning and targeted in-class learning.</p> <p>Early identification of pupils with SEN, particularly language delay and engagement of Speech and Language Therapy services.</p> <p>Purchase of text books and reading books for pupils to use at home.</p>
Priority 2	<p>Careful assessment and timetabling of phonics groups. Monitoring the quality of phonics interventions taking place.</p> <p>Using the 1:1 phonics tutoring materials effectively.</p>
Barriers to learning these priorities address	<p>Ensure recovery curriculum allows for catch-up in event of pupils and/or staff not being in school.</p> <p>Ensure gaps in learning are identified for individuals at risk of falling behind.</p> <p>Ensure technology is provided to pupils who need this and online teaching continues and is of high quality.</p>

	Ensure pupils with language delay are identified promptly.
Projected spending	£109,000

Tier 3 – Wider Strategies

Priorities for the current academic year	
Measure	Activity
The progress and attainment of our disadvantaged pupils in all areas of the curriculum is good.	Continue curriculum enrichment opportunities where possible –such as the music programme, Into University, school visits and visitors to school. Special assemblies and days to celebrate pupil’s achievements. Enhance parental engagement.
Pupils have high levels of resilience and emotional wellbeing to allow optimal learning.	Support from external providers i.e. EPS and the Anchor Approach to support pupil and staff wellbeing. Disseminate resources to teachers. Music mentoring programme. Daily Mile - exercise for each class.
Barriers these priorities address	Ensuring pupil’s learning is impacted as little as possible from local lockdowns. Continue developing communication with parents as partners in children’s learning. Keeping pupil’s emotional wellbeing at the forefront and addressing social, emotional and mental health needs swiftly. Providing our students with cultural capital and rich, diverse opportunities and experiences.
Projected spending	£9830

5. Monitoring and Implementation

Tier	Challenge	Mitigating action
1.Teaching	Ensuring enough time is given over to allow for staff professional development. Ensuring that Rosenshine’s Principles are embedded. Children not physically in school due to local lockdowns and self-isolation. Early identification and support for pupils with SEN.	Use of Staff Meeting Time for CPD and INSET days. Provide additional cover to allow for effective peer observations and feedback. Ensure excellent IT facilities for staff to plan and deliver work and pupils to have access to technology. Training teachers to use technology.

	<p>Unconscious bias leading to underachievement and lowered expectations of pupils.</p> <p>Limited focus on oracy, language development and vocabulary acquisition.</p>	<p>Training for teachers on early identification of additional needs.</p> <p>Unconscious bias training for all staff.</p> <p>Time given to curriculum leaders to monitor and develop opportunities in their subject area for rich language development and vocabulary acquisition.</p>
2. Targeted support	<p>Reduced staffing levels – limiting number of interventions /catch up groups that can be run.</p> <p>Attendance poor due to local lockdowns</p>	<p>SLT to run groups where possible. Restructure to account for needs of pupils. Look for additional adults i.e. volunteers</p> <p>Look into online interventions that pupils can continue to access from home.</p> <p>Purchase tablets/laptops for disadvantaged pupils who do not have these.</p> <p>Develop and simplify attendance policy – to include SLT intervention where attendance is an issue.</p>
3. Wider strategies	<p>Challenging unconscious bias, which may inadvertently affect outcomes for groups of pupils.</p> <p>Engaging hard to reach parents.</p> <p>Access external support in a timely manner. Identify pupils early for additional support.</p> <p>Pupils cannot afford to attend breakfast club/school meals.</p>	<p>Unconscious bias training during TAD's.</p> <p>Identify member of leadership team to initiate parent support groups.</p> <p>Ensure enough SENCo time to do referrals.</p> <p>Facilitate food banks. Offer breakfast club free or reduced rate.</p>

6. Review: last year's aims and outcomes

Review of the Pupil Premium Grant last year 2019/20			
Item or Project	Cost	Why have we chosen this resource?	Evaluation
Teachers Professional Development - Quality Teaching	£32,660	The quality of teaching and learning in our school is paramount in improving attainment and progress of all pupils.	Disadvantaged pupils to continue to make good progress and it was predicted that a greater majority of them would have reached Age Related Expectations at the end of the year if lockdown had not happened.
Reading Comprehension Booster groups 0.3 Equivalent teacher	£30,000	Improvement of reading is part of overall school improvement plan. Destination Reader uses many of the best strategies recommended in the EEF Toolkit.	As above, the gap between reading and other subjects at KS2 had closed by several percentage points at the last assessment point.
Saturday School	£6000	Pupils who could get Greater Depth in Reading if pushed.	Did not run long enough to evaluate.
Small Group Tuition – English and Maths with TA's in KS1 and 2	£16,000	Children who are at risk of not making progress and/or not reaching end of year expectations are targeted in small groups for additional maths and English.	Not able to evaluate due to lock down. Pupils in groups were making good progress though.
Small Group Tuition – Teaching Assistants (3) plus teacher time.	£32,000 £7,000	Disadvantaged pupils are identified and tracked – they receive a variety of interventions depending on their KS 1 results to ensure they make at least expected progress.	For all children to make at least expected progress. – Not able to evaluate due to lockdown.
Same day additional teaching – Yr R – 5 0.4 TA's per class	£72,000	Children who are behind in reading, writing or maths sometimes need a bit of extra help. They are offered same day additional teaching by teacher or TA	Not evaluated due to lockdown but early measures suggested a positive impact being felt.
Oral Language Interventions Language Link and Language for thinking.	£6,000	This programme helps pupils oracy skills.	Programme did not start prior to lockdown.
Reading Teacher (0.3) Y1 & 2	£6,000	This teacher supports our children in Years 1 and 2 to develop a love of reading and understanding of texts.	All but two of the 17 children were on track to catch up with peers prior to lockdown.

Pastoral Care Team All year groups and Music mentor	£69,500	Often children who are having trouble in their home lives need extra help and support. Our team of experienced staff provide a safe venue for children to talk through any problems they have. It gives children space to learn in a quiet environment and the confidence to return to the classroom. Children learn to play the piano with our music mentor and many are successful in reaching Grade 1-3 of the RSM music exams.	Throughout lockdown, this programme continued and provided invaluable support for the children and their families.
Attendance Support Programme	£1,800	Absences are quickly chased up and letter sent for persistent absence. Meetings with parents. Support offered where needed.	Attendance above 96% for disadvantaged pupils.
Counselling Programme from HOPE All year groups	£9,000	Sometimes our children need a bit of space and time to talk things through. Our counselling services provide a supportive therapeutic approach.	Had a positive impact on children who took part.
Daily calls made for 1 st day attendance All year groups	£800	Absences are quickly chased up and letter sent for persistent absence. Meetings with parents. Support offered where needed.	Attendance was 96% for disadvantaged pupils up until lock down.
Into University Project Y5 & Y6	£720	A programme aimed at more able, disadvantaged pupils, to maximise their aspirations to attend university.	Project stopped halfway through.
Revision materials Year 6	£560	Purchase of revision books for English and maths for Year 6 pupils.	Books bought for pupils for use in lockdown were well used.
Forest School	£800	Children have the chance to be inventive and creative in an outdoor environment. Good for pupils who have strengths in areas not necessarily related to academic learning.	100 % of pupils surveyed enjoyed the creative curriculum on offer at Risley Avenue.