

Ringway Primary School: Pupil Premium Strategy and Impact Statement 2018-2021

School overview

Metric	Data
Pupils in school	187
Proportion of disadvantaged pupils	42/187 23% FSM & Ever 6 = 36 Pupil premium plus= 8 Service children= 4 Reception= 4 Year 1= 3 Year 2= 8 Year 3= 7 Year 4= 5 Year 5= 9 Year 6 = 6
Pupil premium allocation this academic year	£56 385
Academic year or years covered by statement	2018-21
Publish date	September 2020
Review date	March 2021
Statement authorised by	
Pupil premium lead	Lisa Robson (Headteacher)
Governor lead	Allison Wilson

End of Key Stage 2 (Year 6) disadvantaged pupil progress scores for last academic year (2018/19 Data due to Covid-19)

Measure	Score
Reading	67%
Writing	50%
Maths	33%

Disadvantaged pupil performance overview for last academic year (2018/19) compared to pupils not eligible for pupil premium funding. (2018/19 Data due to Covid-19) PP = Pupils eligible for pupil premium funding NAO=National average for pupils not eligible for PP funding

Measure	PP	Not PP	In school gap	NAO	Attainment gap when compared to NAO
Reception class % achieving a Good Level of Development	75%	76%	-1%	74.8%	+0.2%
Achieving expected standard in the 2019 Year 1 Phonics Check	60%	83%	-23%	84.4%	-24.4%
End of Key Stage 1 (Year 2) attainment – (unvalidated)					
Meeting expected standard in reading	100%	85%	+15%	78.4%	+21.6%
Achieving high standard in reading	50%	26%	+24%	28%	
Meeting expected standard in writing	100%	78%	+22%	73.1%	+26.9%
Achieving high standard in writing	25%	19%	+6%	16.8%	+8.2%
Meeting expected standard in maths	100%	85%	+15%	79.1%	+20.9%
Achieving high standard in maths	25%	15%	+10%	24.3%	+0.7%
Meeting expected standard in science	100%	81%	+19%	83%	+17%
Meeting expected standard in reading, writing and maths	100%	78%	+22%	68.8%	+31.2%
Achieving high standard in reading, writing and maths	25%	19%	+6%	12.8%	+12.2%
End of Key Stage 2 (Year 6) attainment - unvalidated					
Meeting expected standard in reading	67%	91%	-24%	78%	-11%
Achieving high standard in reading	17%	33%	-16%	31%	-14%

Meeting expected standard in writing	50%	71%	-21%	83%	-33%
Achieving high standard in writing	0%	24%	-24%	24%	-24%
Meeting expected standard in mathematics	33%	76%	-43%	84%	-51%
Achieving high standard in mathematics	0%	19%	-19%	31%	-31%
Meeting expected standard in grammar punctuation & spelling	50%	81%	-31%	83%	-33%
Achieving high standard in grammar punctuation & spelling	0%	38%	-38%	41%	-41%
Meeting the expected standard in science	76%	50%	-26%	86%	-10%
Meeting expected standard in reading, writing & maths	17%	62%	-45%	71%	-54%
Achieving high standard in reading, writing and maths	0%	14%	-14%	13%	-13%
Absence % reception to Year 6	5.35%	4.6%	0.75% higher	3.8%	1.55% higher
Persistently absent % Reception to Year 6 -- pupils with an attendance rate of 90% or below.	13.33%	7.18%	6.15% higher	6.6%	6.73% higher

Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Raise the % of pp children working at ARE and Greater Depth
Priority 2	Help parents to confidently support home learning
Barriers to learning these priorities address	<ul style="list-style-type: none"> • There can be a lack of home educational support and aspirations. • 21% of PP children are also on SEN register. • Poor basic skills, including communication and language skills - an increasing number of children requiring additional speech and language support. • Low self-esteem and low aspirations of some Pupil Premium children
Projected spending	£57 000

Teaching priorities for current academic year

Aim	Target	Target date
Early Years	18/24 (75%) of cohort to achieve a good level of development (GLD). 1 of the 3 pupil premium children (33%) to achieve GLD.	July 2020 Estimated Summer 2020 data 79% of cohort achieved GLD, 0% of PP children (0/3).
Year 1 phonics	23/28 (82%) of the cohort to achieve pass rate. 5 out of the 7 PP children (71%) to achieve the pass mark.	July 2020 Estimated Summer 2020 data 79% of cohort achieved expected standard , 60% of PP children.
End of KS1	71% to achieve the expected standard in reading, writing, maths (RWM) 5 of the 7 PP children to achieve this (72%). 23% of the cohort to reach greater depth with 2 of the 7 PP achieving this (29%).	July 2020 Autumn 61%/12% - PP 57%/14% Spring 2020 68%/19% - PP 57%/29% Estimated Summer 2020 data 68%/19% PP 57%/29%
End of KS2	70% to achieve the expected standard in reading, writing, maths (RWM) 4 of the 9 pp children to achieve this (44%). 26% of the cohort to reach greater depth with 2 out of 9 PP achieving this (22%)	July 2020 Autumn 52%/0% - PP 44%/0% Spring 2020 70%/9% - PP 67%/11% Estimated Summer 2020 data 78%/9% PP 66%/0%
Absence	Reduce the absence rate of pp children from 95% to 96%	July 2020 Autumn 2019 93% Spring 2020 93% No Summer 2020 data due to school closures for Covid-19

Remember to focus support on disadvantaged pupils reaching the expected standard in early years, phonics at end of Year 1, end of KS1 (Year 2) and end of KS2 (Year 6).

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 Closely track Pupil Premium children in KS1 and target interventions to help achieve expected standard in phonics by the end of Year 1.</p>	<ul style="list-style-type: none"> • Revise the delivery of RWI. • RWI phonics to be taught from Early Years. • All Early Years and KS1 staff to have up to date training on the delivery of RWI • Half termly phonic assessments of individuals to identify gaps. • Purchase phonics reading books that match closely to children’s phonic reading ability. • High expectations and challenge for all children in teacher’s planning. • RWI materials audited termly and updated where needed. • Targeted phonics group interventions in KS1 and early reading interventions from reception. - Year 1 targeted intervention sessions for phonics timetabled weekly in ability groups. - Year 2, Targeted interventions for those who didn’t pass phonics screening in Year 1. • English lead to be given non-contact time throughout the year to oversee and evaluate the delivery of phonics sessions and assessment data. • Termly phonic group observations.
<p>Priority 2 Targeted interventions to narrow the gap for children in Reading, Writing and Maths.</p>	<ul style="list-style-type: none"> • Teaching assistants to support targeted interventions in both Key Stages. • TAs recording intervention progress to identify next steps and set targets. • Lead TA responsible for overseeing interventions. • Lead TA given time to train and work alongside other TAs in the implementation of targeted interventions. • Lead TA, HT and English and Maths leads to evaluate interventions half termly and plan for next steps, identify new children for interventions. • Half termly pupil progress meetings with class teachers and teaching assistants to determine and identify further strategies/interventions needed. • Every child from Reception- Year 2 to read twice a week with an adult – those at risk of falling behind receive extra daily support, this is continued into KS2. • Comprehension activities timetabled weekly in all classes. • Early reading interventions from Reception to prepare children for KS1. • Continue to audit and update books for Key Stage 1 and 2 libraries to engage more readers. • Maths key skills (individual or group) interventions in each class. • All classes follow White Rose Maths scheme and differentiated resources for less able as well as the more-able.

	<ul style="list-style-type: none"> • Daily arithmetic practise in KS2. • Interventions to support with basic skills including: <ul style="list-style-type: none"> - Read, Write, Inc./ Phonics/ Power of 2/ Learning Targets/Toe –by-Toe/Talk Boost/ Breaking Barriers – Numicon/ Maths Key Skills.
Priority 3 – Ensuring appropriate challenge to increase the attainment of more able Pupil Premium children at GD.	<ul style="list-style-type: none"> • More challenging expectations and planning from all teachers. • Purchase challenging resources. • Interventions in place not only for less-able but more-able too. • Clear target setting for next steps. • Introduce daily interventions timetable also targeting more-able children. • Booster sessions (lunchtimes/after school) for PP to support those borderline children for GD. • Continue to challenge all MA children within lessons through quality first teaching and differentiation including use of differentiated resources.
Barriers to learning these priorities address	Speech and language barriers, poor prior phonic knowledge of the children, children not reading every day or completing homework tasks.
Projected spending	£50 000

Wider strategies for current academic year

Measure	Activity
Priority 1	Diminish financial barriers that prevent learning by ensuring all children have access to laptop/tablet at home for home learning if needed. School to loan these to families if any barriers to this. Subsidise swimming/school trips/ paid afterschool clubs if required.
Priority 2	Teaching assistants in all key stages for support and to deliver targeted interventions.
Priority 3	Parental involvement – plan many information workshops and activity days throughout the year (may have to be virtual or videos/ resources uploaded onto Class Dojo due to Covid 19 restrictions) to engage and educate more parents on what activities the children are doing in school in their lessons or interventions – (take register of attendance to ensure reaching PP families).
Barriers to learning these priorities address	Improving attendance of PP children.

	Improving parental engagement (may have to be virtual or videos/ resources uploaded onto Class Dojo due to Covid 19 restrictions)
Projected spending	£7000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Time for staff CPD	Training days Non-contact time scheduled into yearly calendar for subject leaders. Attendance at relevant training or courses. Additional cover being provided by senior leaders.
Targeted support	Support teachers for interventions for PP Teaching assistants	Lead TA responsible for overseeing interventions. Lead TA given time to train and work alongside other TAs in the implementation of targeted interventions. Lead TA and HT to evaluate interventions half termly and plan for next steps, identify new children for interventions.
Wider strategies	Engaging families	Plan for many workshops in school (Early years, reading, phonics, maths, writing) throughout the year to help parents confidently and effectively support home learning (may have to be virtual or videos/ resources uploaded onto Class Dojo due to Covid 19 restrictions)

Review: last year's aims and outcomes (2018/19 Data and outcomes due to Covid-19) Predicted Summer 2020 Data

Aim	Outcome
Increase the percentage of Pupil Premium children achieving GLD	Summer 2018 75% Summer 2019 75% Summer 2020 0% (0/3) These are both in line with national Averages

	Low numbers of PP in each cohort make this very difficult to increase (3 out of 4 PP still achieving GLD).
Increase the percentage of Pupil Premium children achieving secure or above across the school in:	
Reading	<p>KS1 2018 Secure 71% KS1 2019 Secure 100% Increased by 29% 2020 71%</p> <p>KS1 2018 GD 0% KS1 2019 GD 50% Increased by 50% 2020 29%</p> <p>KS2 2018 Secure 100% KS2 2019 Secure 67% Decreased by 33% 2020 78%</p> <p>KS2 2018 GD 64% KS2 2019 GD 17% Decreased by 47% 2020 11%</p>
Writing	<p>KS1 2018 Secure 57% KS1 2019 Secure 100% Increased by 43% 2020 71%</p> <p>KS1 2018 GD 0% KS1 2019 GD 25% Increased by 25% 2020 29%</p> <p>KS2 2018 Secure 100% KS2 2019 Secure 50% Decreased by 50% 2020 67%</p> <p>KS2 2018 GD 67% KS2 2019 GD 0% Decreased by 67% 2020 11%</p>
Maths	<p>KS1 2018 Secure 29% KS1 2019 Secure 100% Increased by 71% 2020 57%</p> <p>KS1 2018 GD 0% KS1 2019 GD 25% Increased by 25% 2020 29%</p> <p>KS2 2018 Secure 67% KS2 2019 Secure 33% Decreased by 34% 2020 78%</p> <p>KS2 2018 GD 17% KS2 2019 GD 0% Decreased by 17% 2020 0%</p>
Ensure high quality early intervention from all staff.	<ul style="list-style-type: none"> * Teaching assistants supported targeted interventions in both Key Stages, targeting Year 2, 3 and 4. * TAs recorded intervention progress to identify next steps and set targets. * Half termly pupil progress meetings were held. * Interventions reviewed half termly.

	<p>* Progress of disadvantaged pupils were analysed half-termly to determine and identify further strategies/interventions needed.</p> <p>*All staff were aware of PP children within their class and tracked their progress half termly, updating individual targets.</p> <p>*Interventions to support with basic skills including:</p> <ul style="list-style-type: none"> • Read, Write, Inc./ Phonics • Power of 2 • Learning Targets • Toe –by-Toe • Talk Boost • Third Space Learning Maths - Year Six Autumn Term / Year Three Spring Term • Breaking Barriers – Numicon • Maths Key Skills <p>A detailed targeted intervention timetable for all teaching assistants/ Individual class intervention timetables. Quality first teaching supported more-able with potential for GD. Analysed intervention progress and attainment, identifying next step targets and any new children needed to be added.</p> <p>Staff are gaining confidence with the strategic use of data evident through children’s targets and predictions.</p>
<p>Increase attendance of Pupil Premium children</p>	<p>Rates of absence and persistent absence still high in comparison to national.</p> <p>Summer 2018 95%</p> <p>Summer 2019 95%</p> <p>No summer 2020 data due to Covid 19 school closures</p> <p>The attendance figures have remained the same.</p>

Engaging parents	Parents Evenings were well attended and targets sent home to parents who did not attend these. Y2 and Y6 SATs workshops in February 2019 well attended Parent assemblies held EYFS - Halloween crafts afternoon with parents Y1 Junk modelling activity with parents.
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