

Pupil premium strategy statement (primary)

1. Summary information					
School	Rollesby Primary School				
Academic Year	2020/21	Total PP budget	£31,935	Date of most recent PP Review	19/11/2015
Total number of pupils	145	Number of pupils eligible for PP	21	Date for next internal review of this strategy	July 2021

2. Current attainment		
2020 SATs KS2 – no data due to global pandemic	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average) %</i>
% meeting standard or above in reading, writing and maths	0	0
% meeting standard or above in reading	0	0
% meeting standard or above in writing	0	0
% meeting standard or above in maths	0	0
2019 SATs KS2	<i>Pupils eligible for PP (your school) 2 pupils</i>	<i>Pupils not eligible for PP (national average) %</i>
% meeting standard or above in reading, writing and maths	50	65
% meeting standard or above in reading	50	74
% meeting standard or above in writing	50	79
% meeting standard or above in maths	50	79

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Many of the pupils supported by PP have compound vulnerabilities such as SEND (Speech and Language delay, dyslexia, global developmental delay, autistic traits and hearing impairment), mental health, self-esteem, attachment needs and social and emotional needs which impacts on their academic progress and attainment.
B.	Understanding of key concepts in Maths and Literacy for PP (and PP/SEN) need consistent re-enforcing.

C.	Language skills are often low which slows reading progress.	
External barriers		
D.	Lack of parental engagement and support with learning, low aspirations. Safeguarding and welfare issues which may lead to Social Services involvement, family stress, low resilience, mental health issues, educationally hesitant.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved social and emotional skills displayed by PP children and others.	Pupils better able and equipped with skills to change their behaviours / respond to situations and engage in learning
B.	Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show diminishing difference.	Children's understanding of key objectives is secure leading to increased rates of progress from individual starting points.
C	Improve language and reading skills for pupils eligible for PP	Pupils eligible for PP meet age related expectations or make accelerated progress in reading by the end of the year.
D	Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.	Parents know how to access support. Fewer records of concern completed. Homework is completed. PP pupils benefit from additional practise and progress is maintained.

5. 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.

i. 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?
A Improved social and emotional skills displayed by PP pupils and others.	Daily PATHS in class. Support from school SENCo Termly meetings between staff and educational psychologist.	Teaching is most effective when staff have an understanding of how conditions, circumstances and needs may affect learning and behaviour.	Monitoring of teaching and learning through learning walks / drop ins / peer coaching	CB	Termly through staff discussions
C Improve language and reading skills for pupils	Establish 'Power of Reading' project from YR-6. Focus on engagement in reading. Reading comprehension strategies The effective teaching of writing	In order to improve classroom pedagogy, the subjects must be underpinned by effective and up to date policy and practice understood by all teachers.	Whole school training using high quality children's literature and proven creative teaching approaches will engage teachers and children in the Literacy curriculum and develop a love of reading and writing.	LH	Termly through staff discussion, lesson observations, work analysis and informal monitoring.
B Key concepts are grasped to ensure gaps in knowledge can be plugged.	Establish Teaching For Mastery approach to raise standards in maths.	The EEF toolkit states there are a number of meta-analyses which indicate that, on average, mastery learning approaches are effective, leading to an additional five months' progress, particularly when pupils work in groups and take responsibility for supporting each other's progress.	A high level of success should be required before pupils move on to new content. Topics and concepts appropriate for a mastery learning approach will be carefully considered. Consideration will be given as to how to provide additional support to pupils who take longer to reach the required level of knowledge for each unit.	EW	Termly through staff discussion, lesson observations, work analysis and peer coaching sessions.
B Key concepts are grasped to ensure gaps in knowledge can be plugged.	Establish gaps in learning and address them effectively through P1xl diagnostic	The EEF toolkit suggests that small group tuition is effective and the smaller the group, the better. The group is chosen based on	The approach needs to be embedded in routine in all classes and the teachers need to be committed to the	All teachers	Termly through learning walks, staff meetings and Pupils at Risk of

	assessments, QLAs and therapies.	attainment in the previous lesson, thereby helping low attaining pupils to catch up with their peers and is targeted at specific need.	approach. The staff delivering the intervention need to be secure in their subject knowledge and on the outcomes of the intervention.		Underachievement (PRU) meetings.
D Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.	To introduce a new curriculum for Relationships Education, Relationships and Sex Education and Health Education.	Today's children are growing up in an increasingly complex world. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.	PSHE lead consults with pupils, staff and parents to ensure curriculum remains needs led. A whole school approach is taken to co-ordinate RSHE actions, ensuring statutory requirements are met.	LH	Termly
Total budgeted cost <ul style="list-style-type: none"> • VNET subscription supporting learning and teaching- £2000. • Power of Reading subscription - £1450 • Cost of maths resources to support mastery approach- £1000. • Cost of Educational Psychology advice and support - £1200 • Pixl subscription - £2675 					Total - £8,325
ii. 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?
A - Improved social and emotional skills. B Key concepts are grasped in maths and English C Improved language and reading skills	Same day intervention with small groups.	The EEF toolkit suggests that small group tuition is effective and the smaller the group, the better. The group is chosen based on attainment in the previous lesson, thereby helping low attaining pupils to catch up with their peers and is targeted at specific need.	The approach needs to be embedded in routine in all classes and the teachers need to be committed to the approach. The staff delivering the intervention need to be secure in their subject knowledge and on the outcomes of the intervention.	All teachers	Termly through learning walks, staff meetings and Pupils at Risk of Underachievement (PRU) meetings.

A - Improved social and emotional skills. B Key concepts are grasped in maths and English C Improved language and reading skills	Peer tutoring – learners work in pairs to provide each other with explicit learning support.	The EEF toolkit states that peer tutoring has a positive impact on learning. There is evidence that pupils who are low attaining make the biggest gains.	The quality of peer interaction needs to be high. The approach is most effective when supplementing or enhancing normal teaching hence peer tutoring is most effectively used to consolidate learning rather than to introduce new material.	All teachers	Termly through learning walks, staff meetings and Pupils at Risk of Underachievement (PRU) meetings.
C Improved language and reading skills	Additional reading sessions targeted at PP pupils.	Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.	Support is targeted, regular, closely monitored and linked to whole class reading comprehension sessions where strategies for comprehending are taught.	All teachers	Termly
D Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.	Extended school provision and enrichment activities offered to PP pupils, paid for by the school.	Where a parent is reluctant to get involved in helping their child with additional study or extra opportunities, the school must fulfil this role. Pupils' learning is enhanced by enrichment activities and the opportunity for language development is increased.	Headteacher monitors PP involvement in extended provision / additional opportunities and liaises between classteachers and extended school staff to ensure necessary support and challenge are given.	LH	Termly
Total budgeted cost Same day intervention – approx. 12 hours TA support weekly at Scale D = £6,000 Extended school provision = £2 000 Cost of enrichment activities = £1000 PP School uniform = £500					Total - £9,500
iii. 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?

A - Improved social and emotional skills.	Individual pupils are helped through the use of social stories.	Social stories help pupils to build relationships and learn good social behaviour in situations where they struggle.	SENCo to advise classteachers with individual pupils.	CB	Termly
B Key concepts are grasped to ensure gaps in knowledge can be plugged. Gaps between PP and others show diminishing difference.	Tracking of children's progress and attainment using Pixl online tools.	Tracking pupils' progress in small steps and identifying areas of weakness will give teachers and pupils a clearer understanding of the next steps in learning.	Headteacher and classteachers will monitor the new tracking system to ensure it is effective.	RT / LH	Termly during PRU meetings
D Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.	Parent support engages parents and offers support for pupils.	Developing effective parental involvement in a child's education is a key to success.	Headteacher and key staff from pupil's class attend Family Support meetings. All staff collaborate to ensure provision works well for pupil and family.	LH	Termly through safeguarding report to the Governing body
Total budgeted costs: Costs of running FSPs (approx. 3 families per term) = £1000 Cost of releasing staff to complete Pixl tracking and analysis (approx 5 teachers, 1 day termly) = £2700					Total - £4700

6. Review of expenditure				
Previous Academic Year		2019/20		
i. Quality of teaching for all				
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
A Improved social and emotional skills displayed by PP pupils and others.	Staff training on Children's sensory needs (twilight Sept 2019) plus support from school SENCo and termly meetings between staff and educational psychologist.	Sensory circuits take place. Staff have a greater understanding of how a child's needs might affect their behaviour.	Learned how to fit it in around other curriculum provision and staff it appropriately. This approach will continue.	
C Improved language and reading skills	Introduce 'Power of reading' approach from YR-6.	The approach had a highly positive impact of engagement in stories in all classes plus the development of 'book talk'.	The year was interrupted by the COVID pandemic. We will be continuing to implement the approach and building on it.	
B Key concepts are grasped in maths and English	To work with Teaching for Mastery associate to develop a teaching for mastery approach to help raise standards in maths.	We worked with the maths mastery associate until the country went into lockdown in March 2020. The approach was successfully trialled in a Year 1/2 class and a recommended DfE scheme chosen.	We will continue the approach through the Power Maths scheme, rolling it out across the school and developing it further.	
D Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.	A new curriculum for Relationships Education, Sex education and Health Education was developed	The curriculum was developed, policy written and training accessed by staff however the parental consultation part of the process was not completed due to lockdown.	Once the parental consultation is completed, the scheme can be rolled out in September 2021.	

ii. Targeted support				
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 £18,000
A - Improved social and emotional skills. B Key concepts are grasped in maths and English C Improved language and reading skills	Same day intervention with small groups.	This took place more in some classes than others then the school went into lockdown.	The approach needs to be continued and be consistent across the school.	
A - Improved social and emotional skills. B Key concepts are grasped in maths and English C Improved language and reading skills	Peer tutoring – learners work in pairs to provide each other with explicit learning support.	This works well across the school, particularly in KS2.	The approach will be continued.	
C Improved language and reading skills	Additional reading sessions targeted at PP pupils.	Teachers target PP readers across the school. Unfortunately lockdown meant that the impact was interrupted.	The approach will be continued.	
D Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.	Extended school provision and enrichment activities offered to PP pupils, paid for by the school.	This enabled all children to take part.	The approach will be continued.	
iii. Other approaches				
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 £3000

<p>A - Improved social and emotional skills.</p>	<p>Small group sessions of Nurture led by the Boxhall profile.</p>	<p>Lack of staff meant that this approach could not be sustained.</p>	<p>Nurture sessions need time allocated and staff budgeted for. The approach will not be continued.</p>	
<p>B Key concepts are grasped in maths and English</p>	<p>Tracking of children's progress and attainment using Pixl online tools.</p>	<p>Lockdown meant the year was not completed. The process of uploading and analysing the data was confusing for staff (training was not very effective either)</p>	<p>The implementation of Pixl needs to be taken at a slower pace. We will continue for another year and assess its impact at the end.</p>	
<p>D Families are helped to help their children, pupils are safeguarded. Parent support given for education. Families are strengthened.</p>	<p>Parent support (FSPs) engage parents and others support for pupils.</p>	<p>The FSPs were successful, engaged parents and other agencies, leading to the development of good relationships between school and home.</p>	<p>The approach will be continued.</p>	