



Runwell Community Primary School

Pupil Premium Strategy Plan

SUMMARY INFORMATION

Pupil Premium Strategy Plan	<p>The governors and staff of Runwell Primary School are committed to ensuring that all children receive access to an excellent education and acknowledge that some pupils have barriers to learning that can be positively influenced by the right provision being made for them.</p> <p>We use our allocated pupil premium budget to remove and mitigate against as many of these barriers as possible through</p> <ul style="list-style-type: none">- Funding targeted interventions that fill gaps that are identified in pupil's skills development- Investing in resources that enhance accessibility to learning opportunities for disadvantaged learners- Making sure the digital infrastructure is fit for purpose and contributes to the removal of identified barriers- Ensure that there is high quality access to social and emotional support
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CURRENT PUPIL INFORMATION 2020-2021

Total number of pupils:	393	Total pupil premium budget:	£72630
Number of pupils eligible for pupil premium:	75 (Jan 2021 census)	Amount of pupil premium received per child:	£1320 (Oct Census x 55)

COHORT INFORMATION - CURRENT YEAR

CHARACTERISTIC	NUMBER IN GROUP	PERCENTAGE OF GROUP
Boys	37	49%
Girls	38	51%

COHORT INFORMATION - CURRENT YEAR

SEN support	13	17%
EHC plan	4	5%
EAL	2	3%

Assessment data

EYFS 2019-20						
	Pupils eligible for PP	All pupils	National average	Data from previous 3 years (ALL/PPG)		
				2016-17	2017-18	2018 - 19
Good level of development (GLD)	N/A (EYFSP not completed this year)	-	-	71%/80%	74%/50%	67%/13%
Reading	-	-	-	66%/80%	79%/50%	72%/25%
Writing	-	-	-	61%/80%	79%/67%	71%/13%
Number	-	-	-	66%/80%	84%/83%	87%/63%
Shape	-	-	-	70%/80%	84%/83%	87%/50%

YEAR 1 PHONICS SCREENING CHECK – 2019-20

All pupils	Pupils eligible for PP	National average	Data from previous 3 years (ALL/PPG)		
			2016-17	2017-18	2018 - 19
84%	63%	82%	73%/50%	80%/100%	66%/50%

YEAR 2 PHONICS SCREENING CHECK – 2019-20

All pupils	Pupils eligible for PP	National average	Data from previous 3 years		
			2016-17	2017-18	2018 - 19
64%	50%	85%	100%/100%	83%/75%	90%/100%

END OF KS1 - 2019-2020

2019-20 (*COVID-19)	Pupils eligible for PP	All Pupils		Data from previous 3 years (ALL /PPG)		
		School average	National average (2018)	2016-17	2017-18	2018 - 19
% achieving expected standard or above in reading, writing and maths	50%	70%	65%	64%/71%	48%/30%	59%/100%
% making expected progress in reading	50%	72%	75%	72%/71%	62%/30%	77%/100%
% making expected progress in writing	67%	74%	69%	64%/71%	59%/30%	64%/100%
% making expected progress in maths	50%	79%	76%	76%/71%	64%/40%	75%/100%

END OF KS2						
2019-20 (COVID 19)	Pupils eligible for PP	All Pupils		Data from previous 3 years (ALL/PPG)		
		School average	National average (2018)	2016-17	2017-18	2018 - 19
% achieving expected standard or above in reading, and maths	67%	84%	65%	65%	67%/100%	33%/20%
% making expected progress in reading	67%	97%	73%	68%	80%/100%	56%/100%
% making expected progress in writing	67%	84%	78%	84%	90%/100%	50%/60%
% making expected progress in maths	83%	84%	75%	71%	83%/100%	60%/60%

Barriers to future attainment

- Attendance has been identified as a potential barrier to learning.
- We have a high cross over between children with SEND and that are in receipt of FSM.
- Family support at home can be a barrier for many of our learners.
- COVID-19 recovery will be crucial with targeted interventions for all disadvantaged learners being a high priority

From the school Strategic Plan 2019-2020

Leadership and Management

A4 - To lead the school towards achieving pupil outcomes that place us consistently in the top quartile of schools nationally

Teaching & Learning and Assessment

B4 - To develop strategies to further enhance the impact of learning support in the classroom beyond interventions

Curriculum

C1 - To provide rich, diverse, creative experiences across the curriculum, which includes pupil voice

C4 - To ensure curriculum is focused on the development of key learning behaviours including: independence, resilience and tenacity.

C6 - To ensure that there is a core offer of wellbeing practices that are included in teachers planning daily and weekly.

Personal Development, Behaviour and Welfare

D3 - To plan learning opportunities targeted to meet the needs of the Pupil Premium Grant, so that progress is accelerated for this group of learners and value for money is achieved

Objectives	Actions to be taken	By whom	By when	Resources needed	Progress indicators	Success criteria
Attendance – To raise the attendance of PPG children so that it is in line with the national average 96%.	<ul style="list-style-type: none"> Attendance to be monitored regularly and followed up by HT/DH Tracking tools, SIMS, to be used to report on attendance. Attendance information to be sent to parents termly. Monitor lateness and follow up to ensure pupils attend school promptly to access all learning opportunities. 	HT/DH Office personnel	Ongoing throughout the year		Improved attendance percentage	<p>The attendance of all disadvantaged children will be at least in line with the national average.</p> <p>The gap between the percentage of late sessions for pupils eligible for PPG and those not eligible for PPG narrows</p>
Provision - Detailed provision maps track the interventions and impact for pupils. Ensure all disadvantaged pupils are provided with excellent pastoral care and provided with fair access to the wider curriculum.	<ul style="list-style-type: none"> PPG children to be identified, monitored and tracked for intervention at the termly pupil progress meetings. Learning barriers to be identified at termly pupil progress meetings. Monitor the impact interventions are having from pre/post assessment. Monitor lessons for inclusion for all learners –differentiation, challenge, and support. Uptake of extracurricular clubs monitored termly. 	HT/DH/ SENCO/class teachers SLT PE Subject lead / Music Lead	Ongoing throughout the year	<p>HLTA x 3 to carry out interventions</p> <p>Time for pupil progress meetings with class teachers and SLT</p> <p>Monitoring from subject leaders</p>	<p>Termly assessment analysis and careful tracking</p> <p>Intervention data</p>	<p>The progress and attainment gap between disadvantage and non-disadvantage children will be considerably reduced.</p> <p>Disadvantage pupils feel supported with their learning and have a positive outlook of school.</p>
Assessment - Provide interventions to accelerate the progress of disadvantaged pupils and close the attainment gap in reading, writing and maths.	<ul style="list-style-type: none"> Monitor interventions to ensure pre/post assessment for impact and close the learning gap. Interventions to take place in the classroom to enhance quality first teaching. Teachers to provide detail and pupil targets for intervention. Termly assessments reviewed by teachers, and monitored at pupil progress meetings to ensure the progress of disadvantaged pupils. 	HT/DH/ SENCO/class teachers	Termly	<p>HLTA x 3 to carry out interventions</p> <p>Monitoring /PDM's from subject leaders</p> <p>Parent workshops</p> <p>Literacy / Maths resources</p>	Termly assessment analysis and careful tracking	All disadvantaged children will have reached their academic end of year target in July 2020. Where this is not the case, case studies will demonstrate the circumstances around this and the way in which the grant has been used to support these children in their learning.

<p>Assessment - To raise the percentage of disadvantaged children achieving age-related expectations at the end of EYFS, KS1 and KS2.</p>	<ul style="list-style-type: none"> • Termly pupil progress meetings to identify, monitor and track the progress of disadvantage pupils. • Progress to be measured through termly assessments and ongoing monitoring practices for reading, writing and maths within the school and with other schools. • Homeschool agreement with parents /carers to support pupil's homelearning and club access. • Promote and track uptake of parent consultation meetings and follow up with any parents who have not participated so all PPG parents attend and receive feedback of their child's progress. • Increased attendance of PP parents at parental workshops, year group and whole school events such as enabling greater support of their children • Promotion of workshops, pupil progress, positively impacts on parents so that they are more actively involved in their children's learning. 	<p>HT/DH/SENCO/class teachers</p>	<p>Termly</p>	<p>HLTA x 3 to carry out interventions</p> <p>Monitoring /PDM's from subject leaders</p> <p>Parent workshops</p> <p>Literacy / Maths resources</p>	<p>Termly assessment analysis and careful tracking</p>	<p>All disadvantaged children will have reached their academic end of year EYFS, KS1 and KS2 target in July 2020. Where this is not the case, case studies will demonstrate the circumstances around this and the way in which the grant has been used to support these children in their learning.</p>
<p>Curriculum - To offer a broad and balanced curriculum that meets the needs of all learners.</p>	<ul style="list-style-type: none"> • Pupils to be involved in the planning of the creative curriculum so that it is motivational and engaging. Pupil voice and choice are integral. • Staff to organise enriching trips/experiences to enhance the children's understanding and engagement in society. • PPG funding used to enrich experiences of the children through extra – curricular activity. 	<p>SLT/ Class Teachers</p>	<p>Ongoing through the year</p>	<p>All curriculum leaders – CPD – monitoring,</p>	<p>Pupil questionnaires, lesson observations and book monitoring reflect high levels of pupil engagement.</p>	<p>Pupils show high levels of engagement in their learning and talk about their learning and achievement positively.</p> <p>Pupils wellbeing and cultural awareness is access a broad and balanced curriculum and additional curriculum opportunities.</p>

<p>Behaviour - Improve behaviour and attitude to learning through ensuring the provision of an engaging and relevant curriculum through effective and purposeful teaching and learning</p>	<ul style="list-style-type: none"> • Learning behaviours are specifically taught and promoted across the school to allow for reflection, feedback, positive growth mindset towards learning and challenge. • Staff to monitor wellbeing and report concerns. Social and emotional needs are met resulting in a more positive attitude to learning and higher attainment. • Pupils to access the school counsellor, NLP therapy, art therapy, to support emotional wellbeing. 	<p>SLT/ Class teachers</p> <p>External support</p>	<p>Ongoing through the year.</p>	<p>Time for interventions to take place outside the classroom.</p>	<p>Assessment analysis Monitoring</p>	<p>Pupils present good learning behaviours to succeed when faced with challenges and barriers to learning.</p>
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