

# Roecliffe CE Primary School pupil premium strategy statement

## School overview

Metric	Data
School name	Roecliffe CE Primary School
Pupils in school	79
Proportion of disadvantaged pupils	2.5%
Pupil premium allocation this academic year	£2, 690
Academic year or years covered by statement	2020-21 and 2021-22
Publish date	Oct 2020
Review date	Oct 2021
Statement authorised by	Mrs Lesley Briggs
Pupil premium lead	Mrs Lesley Briggs
Governor lead	Mr Stephen Jarvis

## Disadvantaged pupil progress scores for 2019-20

Measure	Score
Reading	N/A
Writing	N/A
Maths	N/A

## Disadvantaged pupil performance overview for last academic year (2019/20)

Measure	Score
Meeting expected standard at KS2	N/A
Achieving high standard at KS2	N/A

## Strategy aims for disadvantaged pupils

Measure	Activity
Priority 1	Ensure all relevant staff (including new staff) have received paid-for training to support SEMH of pupils effectively.
Priority 2	Ensure all staff receive training and adopt strategies which lead to improving pupils' writing outcomes.
Priority 3	Ensure whole-school engagement with Maths Hub research to improve learning and teaching in maths and to fully adopt a mastery approach.
Barriers to learning these priorities address	Ensuring staff consistently use evidence-based whole-class teaching interventions
Projected spending	£2, 690

## Teaching priorities for 2020-21

Aim	Target	Target date
Progress in Reading	Maintain progress plus scores in KS2 Reading.	Sept 2022
Progress in Writing	Achieve national average progress scores in KS2 Writing	Sept 2021
Progress in Mathematics	Continue upward trajectory of progress in KS2 Mathematics progress score	Sept 2021
Phonics	Achieve above national average expected standard in Phonics Screening Check	Sept 2021
Other	Improve attitudes to learning of disadvantaged pupils through SEMH support.	Sept 2021

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

Measure	Activity
Priority 1 - SEMH	<p>Baseline pupils in September 2020 using Rising Stars Wellbeing survey. SEMH pupils identified and supported accordingly.</p> <p>Ensure all relevant staff receive Compass Buzz wellbeing training.</p> <p>Ensure PP pupils receive contribution from school towards the cost of OAA residential visit.</p> <p>Review current behaviour policy using research-based evidence.</p>
Priority 2 – writing	<p>Embrace collaboration with other primary schools in HART Teaching Alliance Year 3 writing project - SR to lead</p> <p>Implement and evaluate modified strategies and approaches using EEF research - SR to lead</p> <p>Staff collaborate to implement and evaluate new approaches based on EEF research.</p>
Priority 3 - Maths	<p>Join Maths Hub network and embrace maths network support – JK to lead</p> <p>Ensure consistent approach to teaching of mastery across school through staff training and monitoring</p> <p>Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations</p>
Barriers to learning these priorities address	Ensure consistent approach throughout school in adopting modified strategies

Projected spending	£2, 690
--------------------	---------

### Wider strategies for current academic year

Measure	Activity
Priority 1 - SEMH	Positive Behaviours for Learning taught in all classes. All staff trained in Positive Regard and Restorative Practice approaches
Priority 2 – Writing	Collaboration with local schools in cluster to moderate and develop ideas for improving pupils' writing outcomes
Priority 3 - Maths	Staff training for NCETM development of mathematical subject knowledge and teaching skills
Barriers to learning these priorities address	Ensure consistent approach throughout school in adopting modified strategies
Projected spending	£2 690

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring adequate time is given over to allow for staff professional development	Schedule all CPD is scheduled and cover provided.
Targeted support	Ensure adequate time is given over to allow collaborative activities to be completed and actions implemented.	Schedule training day, staff meeting and twilight sessions as time to ensure collaboration, information sharing and decision making takes place.
Wider strategies	Overcome restrictions through Covid measures to ensure that collaboration locally and regionally takes place.	Ensure remote collaboration takes place.

### Review: last year's aims and outcomes

Aim	Outcome
Increased accuracy in data which supports early identification of pupil needs.	FFT Aspire data trackage purchased and staff training completed. Target setting and pupil progress meetings completed in autumn term. PP meetings to continue using FFT throughout remainder of academic year.
PP children reach expected levels in phonics program by end of Year 2.	Phonics check rescheduled to autumn 2020 due to Covid school closure March - July 2020.

Interventions to support social/emotional need and communication and interaction impact positively on targeted pupils.	Targeted pupils benefit from positive impact of social stories/lego therapy interventions.
Continued before after school provision consolidates peer groups and friendships.	Wraparound care provided opportunities for consolidation of friendships.
Enrichment of the curriculum through:- a) Music for all – all pupils have access to an instrument and music and are taught how to play.	All pupils in school received a recorder and recorder book purchased by school and recorder lessons took place. Pupil feedback of their participation and enjoyment demonstrated positive impact of whole-school initiative.
Residential outdoor activity visits	Rescheduled to 2021 due to Covid