



Pupil Premium Strategy Statement: Ramshaw Primary School

1. Summary information					
School	Ramshaw Primary School				
Academic Year	2020/21	Total PP budget	£27,900	Date of most recent PP Review	September 2020
Total number of pupils	64	Number of pupils eligible for PP	16	Date for next internal review of this strategy	September 2021

2. Current attainment (2019 figures due to COVID – 19)			
	<i>Pupils eligible for PP (your school 2019)</i>	<i>Pupils not eligible for PP (national average 2019)</i>	<i>Teacher Assessment to March 2020 PP</i>
% achieving expected standard or above in reading, writing and maths	0%	65%	60%
% achieving expected standard or above in reading	0%	73%	80%
% achieving expected standard or above in writing	100%	78%	60%
% achieving expected standard or above in maths	100%	79%	80%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers	
A.	Some PP children have missed almost 6 months of quality first teaching in school due to COVID-19 restrictions
B.	Poor language /vocabulary is hindering age related expectations being achieved for English
C.	Disengagement - the concentration and focus of these PP children is often poor; additional work is often not completed, poor work ethic and attitudes to learning prevents sustained and meaningful progress.
D.	Social, emotional and behavioural problems affecting wellbeing and progress of children on their return to school following COVID 19 Lockdown
External barriers	
E.	Some PP children have not accessed large amounts of home learning during the school closure due to COVID-19 restrictions

4. Desired outcomes	
	<i>Success criteria</i>
<i>Desired outcomes and how they will be measured</i>	

A.	Children return to school after a long absence happy and ready to learn. Children make good progress from their starting points in September. All children assessed through quality first teaching, observations, work in books and targeted interventions.	Pupils eligible for PP in all classes with make good progress from their starting points.
B.	Improve reading and comprehension skills for pupils eligible for PP throughout the school, to enable them to meet age related and higher expectations in English.	Pupils eligible for PP in all classes make sustained progress by the end of the year so that an increasing percentage of pupils eligible for PP meet age related expectations.
C.	Improve oracy of pupils, developing their vocabulary and helping them to organise their thoughts and articulate more clearly in all key stages to support reading and writing outcomes	Pupils eligible for PP in all classes will develop their use of language and vocabulary so that age related expectations being achieved for English Reading and Writing rises.
D.	Resilience, motivation and independence of those children eligible for PP to be developed.	Fewer incidents of children needing support to complete homework. Increased engagement seen in Lesson Observations. Work scrutiny indicates that amount and quality of work produced is improving.
E.	Attendance of small core of Persistent Absentee Pupil Premium children rises to at least 95%	Reduce the number of persistent absentees among pupils eligible for PP to 5% or below. Overall PP attendance improves from 86% to 95%.

5. Planned expenditure £27,900

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. Children return to school after a long absence happy and ready to learn. Children make good progress from their starting points	<p>Assess all children in September to provide accurate planning for future teaching.</p> <p>First quality teaching at least good/outstanding throughout school.</p>	<p>We recognise that some children will have had different learning & life experiences during lockdown and that using both formative and summative assessment will highlight gaps in knowledge and understanding.</p> <p>Research highlights how high-quality teaching will make the most difference in improving progress and attainment</p>	<p>Assessment of children by the end of September 2020</p> <p>Monitoring of Teaching & Learning through lesson observations, learning walks, book scrutinies, pupil voice and assessments</p>	Head Teacher	October 2020
B. Improve reading and comprehension skills for pupils eligible for PP throughout the school, to enable them to meet age related and higher expectations in English	<p>Whole Class Novels Cracking Comprehension Up to date Sounds Write reading books based on adventure stories to engage boys in reading and to be used for interventions. Purchase of further free reading material for KS1 to expose them to a wider range of vocabulary. Accelerated Reader Guided reading Sessions Individual Reading Sessions PALS research project with Y 5 children (Coventry University) Early Years & KS1 Library book system. Daily Sounds Write lessons</p>	<p>We recognise that children were not fluent and confident readers which impacts on their ability to complete reading comprehensions with a particular link to vocabulary. We want to develop children's vocabulary so that it permeates through to both their speech and also their writing.</p> <p>We want to provide extra support to maintain high attainment. Small group interventions with highly qualified staff have been shown to be effective. We want to combine this additional provision with regular interventions.</p> <p>Sounds Write books which are linked to the sounds being taught have shown an instant improvement to children's fluency and confidence. Therefore, the children have a greater understanding of what is being read.</p>	<p>All staff trained in Sounds Write across the school</p> <p>New TA trained in Sounds Write</p> <p>CPD selected using evidence of effectiveness.</p> <p>Use INSET days to deliver training.</p> <p>Using staff meetings to deliver training and to develop agreed strategies.</p> <p>Observation of interventions and termly tracking of progress against Age Related Expectations.</p>	Head Teacher/ English subject Leader	December 2020 March 2021 July 2021

September 2020

	Whole Class Reading Reward Schemes. <i>Phonics Party for Parents/Read & relax sessions</i> <i>Votes for Schools – subject to COVID-19 restrictions</i> (Debating Opportunities)				
C. Improve oracy of pupils, developing their vocabulary and helping them to organise their thoughts and articulate more clearly in all key stages to support reading and writing outcomes	Staff modelling correct use of English. EYFS & KS1 Talking Homework including Nursery Rhymes and talk topics for use at home. 'Would you Rather' discussion sessions. 'Ask Me Why' stickers. Whole Class Reading Books Stay & Play with Early Years, to promote talk for learning. Development of Role Play areas in Lower KS2. Votes for Schools takes place on a fortnightly basis in Y5/6 and a half-termly basis for whole school, to provoke debate. Dedicated vocabulary/Thesaurus sessions. Whole staff training on restorative approach to behaviour is all linked to children's ability to articulate their thoughts and feelings.	The EEF Toolkit suggests a number of ways of supporting language development. A number of studies show the benefits of trained teaching assistants effectively supporting both oral language skills and reading outcomes. For oral language interventions certain factors are associated with higher learning gains, suggesting that careful implementation is important. Approaches which explicitly aim to develop spoken vocabulary work best when they are related to current content being studied in school and when they involve active use of any new vocabulary. Role modelling from adults is key. Poor use of language and limited vocabulary is hindering age related expectations being achieved for English Reading and Writing. We recognise that quite often; our children will write as they speak. We want to emphasise the marked differences between formal, written English and informal spoken English. We want to educate children to communicate clearly and effectively, with purpose and using standard and correct forms of English.	Observation of interventions and termly tracking of progress against Age Related Expectations. Termly 'Deep Dives' into written work with a focus on 'Closing the Gap' with regard to vocabulary acquisition. Monitor use of Speaking and Listening Performances during Debating sessions. Contributions to discussions in class.	Headteacher Deputy Head Teacher/ SENDCo.	December 2020 March 2021 July 2021

<p>D. Resilience, motivation and independence of those children eligible for PP to be developed</p>	<p>Developed through; Wider, open-ended questioning Opportunities for co-operation and collaboration in a structured form. Meaningful praise and reward systems. Engagement of parents through regular dialogue. Provide resources and tools for pupils to experience success. Staff to model and provide structure and modelling to support independent work through gradual reduction of scaffolding. A review of the curriculum and implementation to provide more opportunities for children to acquire and use these skills across the whole curriculum.</p>	<p>Poor work ethic. Expectations that adults or others will facilitate. Lack of initiative/investigative skills. Few opportunities for reward. Limited responsibility/ownership of their own learning.</p>	<p>Lesson Observations. Observations of interventions. Pupil Voice 'Deep Dive' Discussions Book scrutinies Collaboration with parents</p>	<p>Head Teacher/ Deputy Head Teacher Teaching Assistants</p>	<p>December 2020 March 2021 July 2021</p>

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	<p>Two weeks of transition in September for all children</p> <p>New reception children to complete transition of half days for 2 weeks (1 week mornings/one week afternoons)</p> <p>Maths mastery approach for all children in reception to Year 6</p> <p>Small group support for children with high needs across the curriculum</p>	<p>Due to COVID-19 restrictions children have not had the usual transition. Reception children need to develop those relationships with children and teachers.</p> <p>Maths mastery has been shown successful outcomes and raises attainment for all pupils.</p> <p>'EEF states, Research which focuses on teaching assistants who provide one to one or small group support shows a stronger positive benefit of between three and five additional months on average. Often support is based on a clearly specified approach which teaching assistants have been trained to deliver.'</p>	<p>Monitoring of children in reception and establishing good relationships with the parents and children.</p> <p>Maths Subject Leader to complete a 'deep dive' through lesson observations and book scrutiny.</p> <p>SENCO to co-ordinate Observation of interventions and termly tracking of progress against Age Related Expectation.</p>	<p>LS/DC/KS/J C</p> <p>LF</p> <p>DC</p>	<p>Ongoing</p> <p>Termly</p> <p>December 2020 April 2021 July 2021</p>

B.	<p>1:1 reading interventions/phonics</p> <p>Daily small group guided reading sessions (Y2-Y6)</p>	<p>Daily practice improves confidence and provides new learnt vocabulary.</p> <p>Improving reading skills will provide improvements in comprehension skills and aid in all other areas of the curriculum.</p>	<p>English Lead to liaise with teachers and TA's to monitor 1:1 reading interventions/phonics and guided reading sessions.</p>	LS/DC	<p>December 2020 April 2021 July 2021</p>
c.	<p>Whole class/small targeted group of dedicated vocabulary sessions</p> <p>Votes for School dedicated sessions across the whole school to encourage children to develop their use of language and debate.</p>	<p>Poor use of language and limited vocabulary is hindering age related expectations being achieved for English Reading and Writing.</p>	<p>Lesson Observations. Observations of interventions. Pupil Voice 'Deep Dive' Discussions Book scrutinies Collaboration with parents</p>	LS/DC	Half termly
Total Budgeted Cost					<p>Staffing:19,180 £ 4,598 (permeates all areas of provision)</p>

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?
D. Attendance of small core of Persistent Absentee Pupil Premium Children rises to at least 95%	Part time Parental Support Adviser employed to monitor pupils, support families in getting children to school and follow up quickly on absences. Subsidies of Breakfast & After School Clubs. Parental Engagement through Read & Relax sessions and Coffee Mornings (Dependent on COVID-19 restrictions) Parental classes for Maths and English. (Dependent on covid-19 restrictions). Career Talks to Y5/6 Review of Curriculum to ensure it provides a richness and diversity to engage all pupils. Increase the use of targeted fines. Subsidised Trips Transport Reward good attendance Communicate the link between good attendance and attainment/progress.	Children need to be at school to ensure attainment and progress is maintained. Children unable to make sustained progress or build upon previous learning. The Sutton Trust EEF toolkit identifies parental involvement as significantly improving children's progress. It states 'increasing parental involvement in primary schools had on average 2-3 months positive impact.'	Thorough briefing of Parental Support Adviser about existing absence issues. PSA, secretary and Head Teacher, will collaborate to ensure new provision and standard school processes work smoothly together. Half termly reviews of attendance.	Head Teacher in co-ordination with Parental Support Adviser	Monthly
Total budgeted cost					Breakfast Club £750 Clubs £490 Transport/Visits £1,482 PSA £1400

6. Review of expenditure				
Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
A. Improve reading and comprehension skills for pupils eligible for PP throughout the school, to enable them to meet age related and higher expectations in English	<p>Read and Relax Whole Class Novels Cracking Comprehension Up to date Sounds Write reading books based on adventure stories to engage boys in reading and to be used for interventions. Purchase of further free reading material for KS1 to expose them to a wider range of vocabulary. Accelerated Reader Guided reading Sessions Individual Reading Sessions PALS research project with Y 5 children (Coventry University) Early Years & KS1 Library book system. Daily Sounds Write lessons Whole Class Reading Reward Schemes. Phonics Party for Parents. Votes for Schools (Debating Opportunities) 1:1 reading Interventions Small group reading</p>	<p>Based on TA up to March 2020 Year 6 Cohort</p> <p>Reading – (60%) achieved ARE in reading 40% achieved GD</p> <p>Progress of PP children</p> <p>Writing – 100% of progress with 80% making more than Exceeded progress</p> <p>Reading - 100% of progress with 60% making more than Exceeded progress</p>	<p>To continue with these approaches (social distancing permitting) and further developed as children return to school after a long absence for some of the PP children due to the COVID19 pandemic.</p> <p>Prior to the lockdown the Read and Relax sessions were well attended and the dedicated comprehension sessions have indicated some very good progress with our PP children which has also resulted in some very good progress in writing.</p>	<p>PALS research project £200</p> <p>Sounds Write training x 2 £860</p> <p>Sounds Write Book £255</p> <p>Resources for reading areas in KS2 £500</p> <p>Staffing £14,455</p>

ii. Targeted support				
<p>Desired outcome B. Improve oracy of pupils, developing their vocabulary and helping them to organise their thoughts and articulate more clearly.</p>	<p>Chosen action/approach Staff modelling correct use of English. EYFS & KS1 Talking Homework including Nursery Rhymes and talk topics for use at home. ‘Would you Rather’ discussion sessions. ‘Ask Me Why’ stickers. Whole Class Reading Books Stay & Play with Early Years, to promote talk for learning. Development of Role Play areas in Lower KS2. Votes for Schools takes place on a fortnightly basis in Y5/6 and a half-termly basis for whole school, to provoke debate. Dedicated vocabulary/Thesaurus sessions. Whole staff training on restorative approach to behaviour is all linked to children’s ability to articulate their thoughts and feelings.</p>	<p>Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.</p> <p>Staff have begun to make good use of the following research projects: EEF – Improving Literacy in KS1 Develop pupils’ speaking and listening skills and wider understanding of language – activities which extend pupils’ spoken and receptive vocabulary</p> <p>EEF – Improving CLL in Early years 4 prioritise the development of communication and language</p> <p>EEF – Improving Literacy in KS2.... Activities that extend pupils’ expressive and receptive vocabulary; collaborative learning activities where children can share their thought processes; pupils articulating their ideas verbally before they start writing</p> <p>Based on TA up to March 2020</p> <p>Year 6 Cohort</p> <p>Writing - 60% achieved ARE in writing 20% achieved GD</p> <p>Progress of PP children</p> <p>Writing – 100% of progress with 80% making more than Exceeded progress</p>	<p>Lessons learned</p> <p>No SATS completed due to COVID-19 so teacher assessment completed up to March 20th 2020. To continue with the approaches outlined for 2020-2021 to assess the full impact. This includes the accelerated progress seen by using the EEF research. Whole e school approach to making speaking and listening a focus for all children. To continue with dedicated Votes for school sessions Purchase of whole class reading books</p>	<p>Cost £210 Votes for school</p> <p>Dictionary and Thesaurus £80</p> <p>EYFS £250 role play area</p> <p>KS1 £250 Role play area</p> <p>Staffing £3,000</p>

<p>C. Resilience, motivation and independence of these children to be developed.</p>	<p>Developed through; Wider, open-ended questioning Opportunities for co-operation and collaboration in a structured form.</p>	<p>This target will continue in the next academic year as it was hard to ascertain due to the covid-19 restrictions.</p>	<p>To continue to develop the resilience, motivation and independence as children return to school after COVID-19 lockdown.</p>	<p>Cost £500</p>
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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	Cost
<p>Attendance of small core of Persistent Absentee Pupil Premium Children rises to at least 95%</p>	<p>Subsidising Breakfast Club and After-School Clubs for some of our disadvantaged children. Providing enhanced curricular experiences.</p>	<p>Success Criteria: Due to COVID-19 we need to continue to monitor and evaluate the impact on all children including those not eligible for PP. The signs are encouraging as we start back in September for all children. Prior to this attendance for those children eligible for PP is broadly in line with all children.</p>	<p>Next year we will continue to try to broaden after-school activities and perhaps start a homework club with parental engagement to encourage attendance. Broaden the range of curricular offer in terms of after school clubs. We will continue to promote positive attendance through newsletters, website and the school's Facebook page.</p>	<p>£1500 Breakfast Club subsidy. £1600 After School Club subsidy. £1000 curricular enhancements £1400 PSA.</p>