

# Rise Park Primary and Nursery Pupil Premium Strategy Statement 2020-2021

1. Summary information					
<b>School</b>	Rise Park Primary and Nursery School				
<b>Academic Year</b>	20/21	<b>Total PP budget – including EYPP budget</b>	£184,456 (Mar2021)	<b>Date of most recent PP Review</b>	October 2020
<b>Total number of pupils</b>	450	<b>Percentage of pupils eligible for PP</b>	28% Feb21	<b>Date for next internal review of this strategy</b>	July 2021

2. Current attainment 2018-2019. No external data is available for 2020 due to COVID.		
KS2	<i>Pupils at Rise Park eligible for PP (National PP)</i>	<i>Pupils not eligible for PP (National)</i>
% of pupils attaining expected standard in Reading/Writing/Maths combined	<b>EXS: 77% (51%) GDS: 8% (5%)</b>	71% 13%
% of pupils attaining expected standard in Reading	<b>EXS: 81% (62%) GDS: 31% (17%)</b>	78% 31%
% of pupils attaining expected standard in Writing	<b>EXS: 81% (68%) GDS: 15% (11%)</b>	83% 24%
% of pupils attaining expected standard in Maths	<b>EXS: 92% (67%) GDS: 15% (16%)</b>	84% 31%
% of pupils attaining expected standard in Grammar, Punctuation and Spelling	<b>EXS: 85% (67%) GDS: 50% (24%)</b>	83% 41%
Progress Measures		
<b>Reading</b>	<b>+2.31 (-0.6)</b>	+0.2
<b>Writing</b>	<b>+1.42 (-0.4)</b>	+0.2

<b>Maths</b>		<b>+0.46 (-0.6)</b>	<b>+0.3</b>
<b>3. Barriers to future attainment (for pupils eligible for PP)</b>			
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )			
<b>A.</b>	Reading and writing on entry to F2 is lower for PP students than NPP students (0% v 27%) Listening and understanding on entry to F2 is lower for PP students than NPP students (13% v 38%)		
<b>B.</b>	Poor basic skills in speaking and listening, reading, writing and maths in KS1 and KS2. Reading and writing are particular issues for these pupils.		
<b>C.</b>	Social and emotional issues which impact on learning and progress.		
<b>D.</b>	Pupils have low aspirations, as a lack of self-belief and/or parental engagement.		
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )			
<b>E.</b>	Attendance and persistence absence. Most persistence absentee children are PP.		
<b>4. Desired outcomes</b> ( <i>Desired outcomes and how they will be measured</i> )		<b>Success criteria</b>	
<b>A.</b>	Improve reading, writing and listening and attention for PP pupils in reception: 100% are below ARE on entry in reading and writing 87% are below Are on entry in listening and attention	Reception end of year outcomes: At least 67% of PP pupils achieving ARE+ in reading, writing and listening and attention. Reducing gap between PP and NPP in reading and writing to be less than 10%.	
<b>B.</b>	Closing the gap – PP progress. All PP pupils to make expected or better than expected progress through high quality teaching and learning and intensive support through ‘catch-up’ provision.	End of year outcomes: At least 85% of PP pupils make expected or better progress over the year in reading, writing and maths. PP attainment is in-line or better with national PP attainment at the end of KS1 and KS2. Progress measures from KS1-KS2 are greater for PP compared to NPP.	
<b>C.</b>	PP children’s social, physical and emotional needs are evidenced through the impact of specific targeted groups and approaches.		

<b>D.</b>	Closing the gap- PP Greater Depth attainment  Close the gap in Greater Depth attainment between PP and NPP children at KS1 and KS2 through high quality teaching and learning and intensive support through the 'Catch-Up' learning programme. GD PP make better than expected progress.	End of year outcomes: At least 85% of GD PP pupils make expected or better progress in reading, writing and maths to reach GD standard. GD PP attainment is in-line with or better than national PP attainment at the end of KS1 and KS2. Progress measures from KS1-KS2 are greater for PP compared to NPP.
<b>E.</b>	PP children's attendance improved as evidenced by attendance data.	PP attendance is in-line with national expectations or better.

<b>Planned expenditure</b>						
<b>Academic year</b>	<b>2020-2021</b>					
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						
<b>Quality of teaching for all</b>						
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>	<b>Action Completed</b>
Improved reading and writing development for F2 PP pupils	EYFS staff CPD with LA advisor Mary Prest on effective adult interaction in continuous provision.	A consistent approach across staff is needed to ensure that all children are experiencing high-quality enhancement. The reading and writing environment indoors and outdoors to be mirrored to ensure that children are being exposed regardless of where they choose to play.	Monitoring and evaluating from EYFS and subject leads. CPD with staff on reflecting on evidence captured and Leuven scales to upskill staff further. Peer observations of outstanding practice so that staff can enhance their practice further.	Carole Morledge	Termly through informal drop-ins from the EYFs Lead and subject leads.	✓ Copies of Leuvan Scales. External audit notes from Mary Prest. Termly monitoring notes
	Partnership continued with the English Hub from the flying High Trust to provide high-quality phonics teaching and CPD for all staff.	Phonics data is sitting just below national expectations and intensive catch-up sessions are needed every year to achieve this. Partnership with the English Hub to improve the teaching of phonics will ensure consistency and pace improve.	Liz Payne (F2 teacher) to lead on the delivery of phonics and will offer weekly coaching sessions on the teaching of phonics and its development in the learning environment.	Elizabeth Payne Sophie Lynch	Termly through data and coaching impact sheet.	✓ Coaching impact sheets External audit completed

	SALT sessions and Early Talk Boost groups with targeted PP pupils.	More pupils are being identified as needs SALT intervention and the baseline is lower so targeted support is needed within school to support PP pupils.	Pre and post assessments from the Early Talk Boost programme will show progression.	Carole Morledge Gemma Rose Liz Payne Amy Bowyer Teaching assistants	Termly – analysing the data.	✓ Data sheers
All PP pupils to make expected or better than expected progress through high quality teaching and learning and intensive support through 'catch-up' provision.	Additional Year 6 teacher x 5 days a week. Additional TA in Year 2 x 5 days a week. Additional TA in year 1 x 5 mornings a week.	Evidence and data from previous years has indicated that additional support with the classroom has enabled smaller sizes, focused teaching and increased progress and attainment for disadvantaged pupils.	Lesson visits Book and planning analysis Pupil progress meetings Pupil Voice	Natasha Kelly Sophie Lynch Ursie Allen Nicola Fairbrother Teaching assistants	Pupil progress meetings each term September/December/March/July. Feedback to SLT from subject Leads.	✓ Lesson visits sheets Pupil progress meetings records
Close the gap in Greater Depth attainment between PP and NPP children at KS1 and KS2 through high quality teaching and learning and intensive support through the 'Catch-Up' learning programme. GD PP make better than expected progress.	<ul style="list-style-type: none"> <li>Intensive Catch-Up learning programme to rapidly identify, target and close gaps in learning and attainment</li> <li>Highly detailed class timetables ensure all additional intervention opportunities are maximised</li> <li>Aspirational targets set for PP children and monitored throughout the year in Catch-Up learning programme</li> </ul>	Baseline information shows that PP pupils attainment is 30-40% lower than in March 2020. £32,000 additional to PP funding allocated to target this under achievement.	Subject Leads will use gap analysis next steps documents created by all staff to monitor alongside lesson visits, and book and planning analysis to ensure impact. Close monitoring of planning and interventions by subject leads. Pupil progress meetings and discussions around PP targets and data will be held termly.	Natasha Kelly Sophie Lynch Ruth Farnsworth Nicola Fairbrother Carol Morledge	Half-termly	✓ Catch-up plan impact sheet Gap analysis documents
	High-quality staff CPD and coaching offered throughout the year to upskill staff and lead to a higher-quality provision for GD PP pupils.	Lesson visits, data and book analysis show that further challenge is needed to stretch the GD pupils. Baseline information on GD PP attainment is lower than March 2020 so accelerated progress is needed.	Termly data analysis Lesson visits Planning and book analysis Pupil voice	Ruth Farnsworth Sophie Lynch Nicola Fairbrother Liz Payne Carol Morledge	Termly	✓ Lesson visits forms Book scrutiny notes Mentoring and coaching impact sheet
<b>Total budgeted cost</b>					<b>£106412</b>	

i. Targeted support						ii.
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?	Action completed
PP children's attendance improved as evidenced by attendance data.	Attendance officer to monitor and track attendance of key PA disadvantaged pupils to raise attendance.	Successful targeting of key families last year through rigours tracking, early help and intervention from attendance officer and FSW improved attendance for key families.	Key families attendance, lates and PA tracked monthly and compared to last year to assess impact. Attendance officer and FSW to action and show impact of work with families if attendance falls. Regular meeting with HT to monitor families and offer advice and support.	Michelle Lockwood Hani Quinn Natasha Kelly	Monthly review meetings with the HT on attendance and impact.	✓ Attendance tracker Attendance meeting notes
PP children's social and emotional needs are evidenced through the impact of specific targeted groups.	2 teaching assistants to support emotional well-being at playtimes and lunchtimes. Sports Specialist half an hour a day at lunchtime.	Play Leaders and the Level 3 TA have proved effective in past years in supporting pupils in social play. Due to increase in social and emotional needs during unstructured times, 2 Level 3 TAs will be deployed at lunchtimes and the Sports Specialist will train Sports Ambassadors to provide structured games to increase physical activity and to prevent behavioural incidents from occurring through promoting cooperation and fair play.	Play Leader logs will be analysed by HT on regular basis. Level 3 TAs will liaise on regular basis will class teachers to decide which pupils will join/exit the groups. Behaviour and social play will be monitored and parents/carers kept updated.	Natasha Kelly Daniel Jones Susan Watts Julia Lamb	Logs will be reviewed each half term. Groups will be reviewed each half term.	
	Nurture groups led by teaching assistants in years 1-6. Approximately 2 sessions a week per year group (40 minutes in total per year group)	Research shows that poor mental health and emotion needs are a barrier to learning so this needs to be addressed in order for specific PP pupils to make progress in the academic areas.	Pre and post assessments for each intervention will be analysed alongside data.	Rachel Mee Susan Watts Julia Lamb Teaching assistants	Half-termly.	✓ Pre and post assessment data linked to nurture

All PP pupils to make expected or better than expected progress through high quality teaching and learning and intensive support through 'catch-up' sessions.	4 days a week x 20 minutes x 5 weeks with 6 teaching assistants.	Identified PP pupils are not making sufficient progress and need quality intervention to support accelerated progress and to close key gaps that still exist in their learning. Interventions will be supported by research and evidence from EEF Toolkit or CPD.	Clear pre and post assessments in place to measure progress of disadvantaged pupils. Progress meetings to held with TAs at the end of each half term to discuss/ analyse progress from starting points. Pupils who require additional support to be identified by class teachers.	Ruth Farnsworth Teaching assistants	Progress meetings held with TAs each 6 weeks.	✓ Intervention review meeting notes Intervention planning and evidence of work
<b>Total budgeted cost</b>					£27413	
<b>iii. Other approaches</b>						<b>iv.</b>
<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>	
PP children's social, physical and emotional needs are evidenced through the impact of specific targeted groups and approaches.	Family Support Worker 5 x days a week.	Family Support worker has been a proven source of communication between school and some parents/carers with successful outcomes. Supports fund raising events, family learning and targeted activities will continue this year to engage reluctant parents/carers.	Parental questionnaires Pupil Voice	Ruth Farnsworth	Each term	✓ Parental feedback forms
	Sports Specialist x 2 days a week to lead on teaching high-quality PE sessions, offer CPD to staff and lead on initiatives such as the Sheriff's Challenge to promote an active lifestyle.  Continuation of the Sports Ambassadors to increase physical activity at playtimes and lunchtimes.	A full-time sports specialist will provide quality-first PE sessions and after school clubs to tackle rising obesity and drop in physical fitness that has been observed post-lockdown.	Regular liaison between Sports Specialist, P.E. co-ordinator and Head Teacher. Questionnaires Pupil Voice Increase in numbers of PP pupils accessing after school clubs.	Danny Jones Natasha Kelly	Each term.	✓ Sheriff's Challenge weekly data PE planning and assessment booklets

	Subsidy for enrichment activities to include support for school visits for disadvantaged pupils.	No pupil is disadvantaged due to financial circumstances providing equality of opportunity for all pupils to access the extended curriculum including trips, after school clubs and wider opportunities.	School Business Manager will manage visits out of school.	Janet Molyneux	Each visit will be monitored .	✓ Virtual trips held
<b>Total budgeted cost</b>					£34716	
Remaining funding still to be allocated, costings fluctuating throughout the year, PP income revised on a termly statement from the LA, this could be a reduction or an increase.					£15915	

<b>End of year outcomes</b>			
<p>2020-2021 has been an unprecedented year due to the Coronavirus pandemic. Welbeck Primary closed to the majority of pupils in January 2021 and so some planned interventions and actions were not able to take place for the spring term. DATA is taken from Summer 2021 but it is important to note that it is teacher assessed and includes a term of remote learning. In terms of costs, they have stayed the same to cover staff over the period of closure.</p>			
			Outcomes end of year 20-21
A	<p>Improve reading, writing and listening and attention for PP pupils in reception: 100% are below ARE on entry in reading and writing 87% are below Are on entry in listening and attention</p>	<p>Reception end of year outcomes: At least 67% of PP pupils achieving ARE+ in reading, writing and listening and attention. Reducing gap between PP and NPP in reading and writing to be less than 10%.</p>	<p>PP ARE+: 0% were on track in reading and writing at the start of the year and now 53% are on track in reading and 47% are on track in writing.</p> <p>13% were on track in listening and attention at the start of the year and now 93% are on track.</p> <p>Gap between PP and NPP in reading is 31% and 35% in writing.</p>

B	Closing the gap – PP progress. All PP pupils to make expected or better than expected progress through high quality teaching and learning and intensive support through ‘catch-up’ provision.	End of year outcomes: At least 85% of PP pupils make expected or better progress over the year in reading, writing and maths. PP attainment is in-line or better with national PP attainment at the end of KS1 and KS2. Progress measures from KS1-KS2 are greater for PP compared to NPP.	Average expected progress of all pp groups in reading was 80% with average accelerated progress of 67%.  Average expected progress of all pp groups in writing was 71% with average accelerated progress of 54%.
C	PP children’s social, physical and emotional needs are evidenced through the impact of specific targeted groups and approaches.		Average expected progress of all pp groups in maths was 82% with average accelerated progress of 63%.  91.6% of children improved their emotional literacy score in self-awareness across UKS2. 66.6% of children are now within the average range. 100% of children improved their emotional literacy score in self-regulation across the UKS2 100% of children are now within the average range.
D	Closing the gap- PP Greater Depth attainment  Close the gap in Greater Depth attainment between PP and NPP children at KS1 and KS2 through high quality teaching and learning and intensive support through the ‘Catch-Up’ learning programme. GD PP make better than expected progress.	End of year outcomes: At least 85% of GD PP pupils make expected or better progress in reading, writing and maths to reach GD standard. GD PP attainment is in-line with or better than national PP attainment at the end of KS1 and KS2. Progress measures from KS1-KS2 are greater for PP compared to NPP.	17% of PP pupils achieved GD in reading, writing and maths at the end of KS2. GD writing was in line with NPP and gap was less than 10% in reading and maths.



E	PP children's attendance improved as evidenced by attendance data.	PP attendance is in-line with national expectations or better.	Pupil Premium attendance is 94.21%, within 1% of previous two years data.
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