

Rothwell Schools: Pupil Premium Strategy Statement 20-21

1. Summary information					
School	Rothwell Victoria Infant and Rothwell Junior School				
Academic Year	2020-2021	Total PP budget	£62,250 £134,500	Date of most recent PP Review	November 2020
Total number of pupils	310 365	Number of pupils eligible for PP	56 (18%) 82 (22.46%)	Date for next internal review of this strategy	July 2021

2. Current attainment (2019 End of KS1 and2 tests)									
Expected Standard					Greater Depth in the Expected Standard				
	Pupils eligible for PP (school)		Non disadvantaged (School)			Pupils eligible for PP (school)		Non disadvantaged (school)	
% reaching EXS+ in Reading (2019)	53%	30%	85%	67%	% reaching GDS in Reading (2019)	15%	0%	37%	15%
Autumn 2020 data (on track to reach EXP in summer 2021)	19%	39%	58%	84%	Autumn 2020 data (on track to reach GDS in summer 2021)	0%	6%		
% reaching EXS+ in Writing (2019)	47%	40%	79%	71%	% reaching GDS in Writing (2019)	5%	10%	23%	14%
Autumn 2020 data (on track to reach EXP in summer 2021)	25%	39%	56%	79%	Autumn 2020 data (on track to reach GDS in summer 2021)	0%	6%		

% reaching EXS+ in Maths (2019) Autumn 2020 data (on track to reach EXP in summer 2021)	71% 31%	30% 29%	84% 63%	77% 70%	% reaching GDS in Maths (2019) Autumn 2020 data (on track to reach GDS in summer 2021)	15% 0%	10% 6%	30% 22%	25% 6%
% reaching EXS+ in GPS (2019) Autumn 2020 data	NA	40%	NA	74%	% reaching GDS in GPS	NA	10%	NA	27%
% reaching EXS+ RWM (2019) Autumn 2020 data (on track to reach EXP in summer 2021)	44% 19%	30% 19%	80% 47%	64% 67%	% reaching GDS RWM	0%	0%	24%	5%

3. Barriers to future attainment (for pupils eligible for PP, including more able)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.

Gaps in children's knowledge

- The attainment gap between disadvantaged pupils and their peers has stopped closing for the first time in a decade. The gap at primary school increased for the first time since 2007. The stalling of the gap occurred even before the COVID-19 pandemic had impacted the education system; latest research shows Year 2 pupils' attainment in reading and maths was significantly lower in autumn 2020 compared to a standardised sample from 2017; the disadvantage gap in reading and maths represents a widening as compared to Key Stage 1 in 2019. All of the current PP children at the junior school were out of school from March to September (only Y6 – now- Y7 returned in June). The PP children perform less well than those in the cohort who are non-PP; achievement and progress is less than those of their PP peers.
- For at least 50 % of PP children to achieve in line with national outcomes (the number who reached this at KS1, SEN = 22% of PP), for all at GDS at KS1 to reach that standard
- For at least 50% of PP children to achieve in line with National outcomes (the number who reached this in Autumn 2020, SEN = 23% of PP)

B.	Emotional and social wellbeing <ul style="list-style-type: none"> Many of the disadvantaged pupils in school have emotional and social concerns including safeguarding (58% of junior children, 47% of infant children have a cause for concern folder) which can impact on their progress in school. 22.5% of disadvantaged children are also on the Schools SEN register (23% of infant PP children, 22% of junior PP children). Improve SEMH skills, increase motivation and engagement in learning (27/50 behaviour slips are from PP) High indication of deprivation-FFT 2019 report: Deprivation affecting children indicator (DACI) E01027124 Kettering 003B Rothwell: Junior School, High Street, Shift from D3 to D2 (1) (with 1 being most deprived)- 16th in county. 	
External barriers (issues which also require action outside school, such as low attendance rates)		
C.	<i>Raise attendance figures for PP children and aim for figures to be in line with whole school expectation and National (96%)</i> <ul style="list-style-type: none"> In December 2020, non-PP 97.69%, PP 93.02%, Feb2021 non-PP 54.47%, PP 36.7% In December 2020 non-PP 96.63%, PP 92.56%, Feb2021 non-PP 85.8%, PP 68% 	
D	<i>Address cultural capital gaps amongst PP children-broaden the curriculum experience for the children.</i> <ul style="list-style-type: none"> Some children have still not had the same experiences as their peers, such as visiting the seaside, riding on a train, visiting a farm. 	
4. Desired outcomes (Desired outcomes and how they will be measured)		
A.	Desired outcome: <ul style="list-style-type: none"> To close the gap in attainment between PP children and non PP, increasing % of children achieving EXS+ in reading, writing, maths. Increase number of PP children achieving GDS in line with national outcomes. By the end of summer 2021 At least 50 % of PP children to achieve in line with national outcomes (SEN 22% of PP), all at GDS at KS1 to reach that standard At least 50% of PP children to achieve in line with National outcomes (SEN 23% of PP) with those identified as GD reaching this same standard at end of KS1. 	Success criteria <ul style="list-style-type: none"> All teachers work effectively to ensure pupils in their class make at least expected progress through quality first teaching, with a % making better than expected. PP children’s gaps in learning identified and interventions in place to address this. PP children to make accelerated progress through interventions, some to reach GDS. Possibility of extended school day post Lockdown-focus on disadvantage. Literacy, reading and maths mentors to engage with PP children to improve attainment Catch-up programme to be used to narrow gap in learning Greater numbers of children reach end of key stage expectations than last year

<p>B.</p>	<p>Wellbeing:</p> <ul style="list-style-type: none"> • The personal, social and emotional needs of the children will be developed through curriculum and interventions to allow learning to take place. • Pupils and parents feel fully supported in managing their personal, social and emotional needs leading to increased attendance and attainment at the end of KS1 & 2 • Support for pupils to gets them ready for the transition to junior and secondary school • Parents are involved and supportive of their children’s learning, • Raise aspirations. 	<ul style="list-style-type: none"> • Pupils eligible for PP display positive learning behaviours and respond to precision intervention for emotional and social issues. • The gap between PP and all pupils in academic success will diminish in all year groups due to enhanced learning behaviours. • Parents and carers of pupils eligible for PP understand the importance of involving themselves in their child’s education they work alongside the school to promote aspirational thinking. • The wellbeing interventions and support of PLW and DSLs will result in PP children being in a place where they are receptive to learning. • Northampton University STEM engagement programme helps children to aspire and to want to achieve. • Teach for the Future mentors in school to provide sessions on resilience and aspirations.
<p>C.</p>	<ul style="list-style-type: none"> • To ensure good attendance rates for pupils eligible for PP, leading to consistent learning opportunities. • To ensure that PP pupils are in line with rest of school and National expectations of 96% 	<ul style="list-style-type: none"> • Attendance data for PP are in line with rest of school and National. • Weekly announcement of class with top attendance appears on parent newsletter. • Attendance rates for pupils eligible for PP are monitored, a monthly report is recorded on the vulnerables tab for DSLs. • Evidence of attendance meetings, and referrals where attendance falls below expected levels. • Attendance lead, PLW and admin staff work to support parents of PP children are struggling to get children into school. • Support from CH Education welfare solutions to support families with low attendance record
<p>D.</p>	<p>Address Cultural Capital gaps amongst PP children- broaden the curriculum experience for the children.</p>	<ul style="list-style-type: none"> • Identify Cultural Capital amongst the PP children and give them experiences linked directly to these areas to address the gap • Enhance learning experiences for all children to improve engagement (writing days, trips, visits). • Access to extra-curricular activities through allowance of attendance to a club per half term • Access to all school trips/visits through allowance to enhance curriculum experience • Access to STEM experiences through Northampton University • Think to the Future mentor in school weekly to work on aspiration • Access to uniform (up to £75 per annum) to support sense of belonging.

5. Planned expenditure					
Academic year		2020/2021			
i. Quality of teaching for all and 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	Planned funding
a) Gaps in children's knowledge	<ul style="list-style-type: none"> • Informed use of current and previous year KPIs to identify gaps and used in planning for class teaching • Data from Autumn term to assess the impact of Covid and the gaps between PP and non PP • Informed use of intervention-develop and monitor impact. • TAs deployed across year group to deliver bespoke interventions to address gaps • Pastoral Team - PLW, vulnerable lead, DSLs to support children's return and emotional stability causing absence and lack of engagement. • Catch-up literacy, reading and maths programmes • Each year group to have at least two TAs to support intervention programme • Pastoral Team to support with required counselling/ 	<ul style="list-style-type: none"> • Quality First Teaching in class to take account of needs of all dependent on recent experience (attendance, home support) • EEF research shows small group interventions have biggest impact and are cost effective • To provide effective interventions where appropriate, up skilling and training Teaching Assistants • At the end of KS1 &2 the school's attainment is at least equal to the national average for all pupils; the gap between PP pupils and all pupils nationally is narrower. • Opportunity to use school resources, a quiet place allows children to focus, allocated adult to support. 	<ul style="list-style-type: none"> • Data drops 3 times a year. • SLT and Governing body to be aware of the impact of Pupil Premium funding; updates to be presented to the Governing body. • Triangulation-book looks, planning scrutiny, learning walks • Training for all teachers and Teaching Assistants in whole school curriculum approaches (training days) • SENDCo to monitor interventions and their effectiveness • Pupil Progress meetings to happen 3x yearly with specific focus on children entitled to PP funding • Pupil voice 	Year leads and class teachers. Curriculum lead Vulnerable Children lead PLW SENDCo	<p>TA support/interventions £37,123</p> <p>TA support/interventions £82,174 (includes money for CPD including £900 D&T, £1194 for homework club staff,)</p> <p>PP lead £7849 (0.5 days) £15,698 (1.0days)</p>

	<ul style="list-style-type: none"> • Fiesta staff to promote physical well being through lunchtime activities 		<ul style="list-style-type: none"> • Parents and carers of pupils eligible for PP understand the importance of involving themselves in their child's education they work alongside the school to promote aspirational thinking. • The wellbeing interventions and support of PLW and DSLs will result in PP children being in a place where they are receptive to learning. • Use MALS to identify pupil's sense of perception and address negative aspects. • Pupils and parents feel fully supported in managing their personal, social and emotional needs leading to increased attendance and attainment at the end of KS1 & 2 • Access to Rocksteady as music has been proven to improve well being • Support for pupils to get them ready for the transition to junior and secondary school 		
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<p>c)To increase Attendance of PP children to match that of non-PP and be in line with national average of 96%</p>	<ul style="list-style-type: none"> • Weekly announcement of class with top attendance appears on parent newsletter. • Attendance rates for pupils eligible for PP are monitored, a monthly report is recorded on the vulnerable tab for DSLs. • Engagement of attendance officer to work with attendance lead, follow up outcomes of monthly analysis and carry out monitoring and attendance meetings • Attendance lead, PLW and admin staff work to support PP children and their parents to remove barriers and help improve attendance • Attendance quiz to raise staff awareness of attendance regulations and their responsibility • A structure of phone calls to keep contact with parents of those with persistent absence 	<ul style="list-style-type: none"> • Attendance figures between PP and non PP were 3.48% / -2.29% in September, - 5.57%/ -4.27% in December • 50% of all PA in both schools are PP. 	<ul style="list-style-type: none"> • Monitor impact of weekly announcement of class with top attendance. • Analysis of attendance data and impact of other factors discussed at weekly DSL meetings • Attendance rates for pupils eligible for PP are monitored, a monthly report is recorded on the vulnerable tab for DSLs. • Evidence of attendance meetings, and referrals where attendance falls below expected levels. • Attendance lead, PLW and admin staff work to support parents of PP children are struggling to get children into school. 	<p>Attendance lead</p> <p>Services of Carl Henry-attendance officer regarding pupils under social care</p>	<p>£725</p>
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<p>d) Address Cultural Capital gaps amongst PP children- broaden the curriculum experience for the children to support emotional literacy and writing.</p>	<ul style="list-style-type: none"> • Identify Cultural Capital amongst the PP children and give them experiences linked directly to these areas to address the gap • Enhance learning experiences for all children to improve engagement • Provide a learning experience/ curriculum enhancement through off site trip/ visitor into school • Support families to access offer around school uniform, trips and extra curricular activities to develop a sense of belonging and social skills 	<ul style="list-style-type: none"> • Evidence from EEF relates to children feeling a sense of belonging improves wellbeing leading to better outcomes for the children. • Evidence from reading assessment and writing shows some children have little concept of the wider world beyond county boundaries/ cultural / aspirations 	<ul style="list-style-type: none"> • Identify trips, visits, experiences (such as STEM and well being events) to enhance PP experience gap. • Offer financial support for families to access trips, clubs, uniform • Offer bursary places for Rock Steady • Interventions to support emotional literacy 		<p>Trips, clubs, residential, uniform £21,075 £1000</p>
<p>Total Spend</p>					<p>£62,250 RVIS £134,500 RJS</p>