

# Pupil Premium Strategy Statement 2020 - 2021

## School overview

<b>Metric</b>	<b>Data</b>
School name	Radley CE Primary School
Pupils in school	106
Proportion of disadvantaged pupils	6%
Service pupils	0%
Pupil premium allocation this academic year 2020-2021	£11,415
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Next Review date	July 2021
Statement authorised by	Grace Slater
Pupil premium lead	Grace Slater
Governor lead	Dr Ellie Ott

## Disadvantaged pupil progress scores for last academic year 2019 - 2020

<b>Measure</b>	<b>Score</b>
Reading	No data is available for July 2020 due to Covid-19 pandemic
Writing	
Maths	

## Strategy aims for disadvantaged pupils 2020-2021

Measure	Score
Meeting expected standard at KS2	100% (2 out of 2 pupils) to meet the expected standard in at least some of reading, writing and maths
Achieving high standard at KS2	0%
Measure	Activity
Priority 1 Pupil Premium children to make 'in year' progress across reading, writing and maths at least commensurate with that of all.	High quality teaching strategies to support the progress of disadvantaged children including Quality First teaching being the focus of Lesson observations, and Assessment for Learning used daily  TAs to carry out small group / 1:1 interventions for Pupil Premium children as appropriate
Priority 2 Developed provision for Social, Emotional and Mental Health (SEMH)	Participation in Daily Mile, encouraging children to participate in a daily physical challenge, aimed at building resilience  Emotional Literacy Support Assistant (ELSA) time for children eligible for the Pupil Premium grant when pandemic restrictions allow  TA 1:1 weekly / daily time allocation for PP children as 'check-in' time  CPD for staff  All children eligible for PP supported to engage in a wide range of enrichment opportunities and financial support will be provided to ensure engagement.
Barriers to learning these priorities to be addressed	A number of children eligible for PP also have complex SEN/D resulting in lower attainment for some PP pupils in Reading, Writing & Maths.  Some children eligible for PP have reduced literacy experiences which impacts on reading attainment.  A number of children eligible for PP need support with social and emotional skills, working with group dynamics, and support to enable their engagement in learning as well as with emotional resilience and the ability to be able to resolve conflicts. Anxiety levels may be high, but confidence and self-esteem low.
Projected spending	£5,000

## Teaching priorities for current academic year 2020 - 2021

Aim	Target	Target date
Progress in Reading	Achieve at least national average progress scores in KS2 Reading	July 2021
Progress in Writing	Achieve at least national average progress scores in KS2 Writing	July 2021
Progress in Mathematics	Achieve at least national average progress scores in KS2 Maths	July 2021
Phonics	Achieve at least national average expected standard in phonics screening check	July 2021

## Targeted academic support for current academic year 2020 - 2021

Measure	Activity
Priority 1	Teachers engage in Quality First teaching
Priority 2	Within class bubbles, TAs carry out small group interventions/1:1 sessions with disadvantaged pupils with the potential to fall behind in Reading, Writing and Maths.
Barriers to learning these priorities address	A number of children eligible for PP also have complex SEN/D resulting in lower attainment for some PP pupils in Reading, Writing & Maths. Some children eligible for PP have reduced literacy experiences which impacts on reading attainment.
Projected spending	£3000

## Wider strategies for current academic year 2020-2021

Measure	Activity
Priority 1	1:1 talking time/nurture support from TA
Priority 2	Ensuring all children have access to visits and trips and parents are supported financially where requested
Barriers to learning these priorities address	Some children eligible for PP can be affected by social, emotional and mental health issues. Limited life experiences due to family's limited finances
Projected spending	£3,415

## Monitoring and Implementation 2020 - 2021

Area	Challenge	Mitigating action
Teaching	Ensure TAs are supported in delivering interventions by teachers who are aware of the barriers and how to break learning into chunks Quality First teaching in place in all classes and the focus of Lesson Observations	SENCO, headteacher and teacher guidance.
Targeted support	Time for TAs and teachers to prepare resources/strategies for interventions	Regular meetings with SENCo. Interventions planned by teacher for TAs
Wider strategies	Engaging the families facing most challenges	Nurture TAs, SENCO and headteacher offering/providing extra support to families as needed.

## Review 2019 - 2020

### COVID 19 Recovery- Going forward

The school was closed for the majority of children from March to July 2020, because of the Covid-19 pandemic and did not operate in a 'normal' way for the summer term. This means that in reviewing the plan it is not possible to make reference to pupil data, as this was not evidenced as usual. However, during the period of school closure, we supported our disadvantaged children in the following ways:

- Chrome notebooks and chargers were provided for all children who needed them to access the online work being set remotely. Support was given to children and their parents having difficulty accessing the online work.
- Free School Meal (FSM) vouchers were given to all families who qualified for them, from the very beginning of the lockdown period.
- Where children were not from key worker families but were families we deemed as vulnerable they were offered places in school in key worker bubbles.
- Phone-call contact with PP families eligible for the Pupil Premium grant as appropriate by SENCO, headteacher or class teacher during the lockdown period.

We believe these actions supported families eligible for the Pupil Premium grant in the best ways possible in the lockdown circumstances, and feedback we have received has been positive. Going forward, our strategies will continue to be reviewed and adapted regularly throughout the COVID recovery time. Some funding will be allocated for extra support in line with the catch-up funding plan as well as allocated for the regular priorities or needs of Pupil Premium children.

### Review of last year's aims and outcomes 2019 – 2020

Aim	Outcome
All children eligible for Pupil Premium with SEN/D to make at least expected progress in reading, writing and maths	Due to COVID-19, school closed for the majority of children in March 2020 and did not operate 'normally' for the summer term. We cannot make reference to pupil data as this was not evidenced as usual.
Provide support to strengthen growth mind set and resilience	Support was provided between September and March in the form of specific TA and ELSA support for Pupil Premium children with small group and 1:1 interventions. Flexibility for PP Parents Evening appointments and around meetings with families. All children enabled to access those residential experiences and visits which took place during this time.
Provide support to build children's social and emotional skills	
External support and specific engagement leading to improved dialogue between home and school	
All children to have the opportunity to access wider curriculum, attend residential visits and broaden experiences in a rich curriculum.	