



Pupil premium spending 2020-2021

| SUMMARY INFORMATION | | | |
|--|------------|---|-----------|
| Date of most recent pupil premium review: | March 2021 | Date of next pupil premium review: | July 2021 |
| Total number of pupils: | 32 | Total pupil premium budget from October 2020: | £13,562 |
| Number of pupils eligible for pupil premium: | 10 | Amount of pupil premium received per child: | £1,345 |

Pupil Premium Statement

At Rumboldswyke, we place children at the heart of what we do regardless of circumstance or background. However, we recognize that some children have additional barriers to learning which will we provide additional support for to enhance their life prospects. In making provision for socially disadvantaged children and children who are vulnerable to underachievement, we recognise that not all children who receive pupil premium funding will be socially disadvantaged or vulnerable. We also recognise that not all children who are socially disadvantaged are registered for pupil premium money. Although the Pupil Premium has been used to specifically impact on individual children, it has also been used to impact on the wider school, as all children, including those eligible for the funding, benefit from whole school initiatives that improve learning for all.

Assessment information

Assessment information is taken from the Autumn term Teacher Assessment data.

| AUTUMN TERM | | |
|-----------------------------|--|------------------|
| | % Pupils eligible for PP (1 child = 10%) | Number of Pupils |
| On track to meet in reading | 10% | 1 |
| On track to meet in writing | 20% | 2 |
| On track to meet in maths | 30% | 3 |

YEAR 2 PHONICS SCREENING CHECK (TAKEN IN AUTUMN 2020)

| Pupils eligible for PP | Pupils not eligible for PP |
|------------------------|----------------------------|
| 43% | 78% |

Barriers to learning

BARRIERS TO FUTURE ATTAINMENT

Academic barriers:

| | |
|---|---|
| A | Vocabulary range - a narrower range of vocabulary impacts on reading comprehension. Writing choices and understanding of subject specific language. |
| B | 'Experience of' and 'opportunities for' reading at home |
| C | Self-esteem, emotional resilience - impacts on sustaining challenge and therefore on progress. |
| D | Children in receipt of PP who have additional SEND |

ADDITIONAL BARRIERS

External barriers

| | |
|---|--|
| D | Family finances - providing breakfast, purchasing uniform, travel to and from school which can affect attendance rates. Limited extended opportunities: e.g. learning a musical instrument, participation in charged clubs, visits that broaden horizons and capture interest. |
| E | Lack of life experiences and low aspirations |
| F | Low attendance |

| INTENDED OUTCOMES | | |
|-------------------|---|---|
| Specific outcomes | | Success criteria |
| A | To improve outcomes for Reading, Phonics and Writing | % of children on track to meet will be closer in line with non-disadvantaged. |
| B | To increase vocabulary understood and used by these children | Children will be exposed to and discuss a greater range of vocabulary. They use the taught vocabulary in their speech and begin to use in their writing to evidence further understanding |
| C | To improve emotional resilience and develop positive behaviours for learning. | Children engaged and ready to learn. To be able to overcome setbacks more readily. |
| D | To ensure equality of extended opportunity for PP | Pupils engage with school through broad range of activities on offer: breakfast and after school clubs, visits etc. |

Planned expenditure for current academic year

| ACADEMIC YEAR | | | | | |
|--|---|--|--|----------------|----------------------------|
| Quality of teaching for all | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Additional Teaching assistant time in Year 2 | % of children on track to meet will be closer in line with non-disadvantaged. | High quality timely feedback has been a successful strategy to improve pupil progress to support with high level of differing needs. | Half termly pupil progress meetings and reviews, focus on teacher's knowledge of child, evidence in books and pupil voice. | Head of School | July 2021 |

| Increased exposure to tier 2 and 3 vocabulary. | Children will use the taught vocabulary in their speech and begin to use in their writing to evidence further understanding | EEF On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. | Talk 4 writing approach to ensure children model language. Vocabulary identified in planning. Vocabulary displayed Pupil voice, Book scrutiny. | Head of School | July 2021 |
|---|---|--|---|----------------------------------|----------------------------|
| Total budgeted cost: | | | | | £6,500 |
| Targeted support | | | | | |
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Daily targeted phonics and reading intervention | % of children on track to meet will be closer in line with non-disadvantaged. | PP attainment and progress needs to be in line with peers | Half termly pupil progress meetings and reviews | Head of School/ Class teachers | July 2021 |
| Play Therapy | Children engaged and ready to learn. To be able to overcome setbacks more readily. | Evidence from EEF Toolkit suggests that meta-cognition and self-regulation have consistently high levels of impact, with pupils on average making an average of 8 months' additional progress. | Regular reviews and updates between play therapist and class teachers | Class teachers / Play Therapists | July 2021 |
| Total budgeted cost: | | | | | £4,450 |

| Other approaches | | | | | |
|---|--|---|--|----------------|----------------------------|
| Action | Intended outcome | What's the evidence and rationale for this choice? | How will you make sure it's implemented well? | Staff lead | When will you review this? |
| Breakfast and after school club provided for all FSM children. | Equality of extended opportunity for PP Improved school attendance. | We believe there should be equality of opportunity for enrichment activities such as visits, clubs and other extended activities. | Systems in place to identify and give support as and when appropriate. CPOMS, regular contact. PP meetings | Head of School | July 2021 |
| Support for ensuring finance is not a barrier to equality of opportunity. | High attendance All children have correct resources needed. | We believe there should be equality of opportunity and access to learning. | Use of PP passports to evidence opportunities provided for PP children. Help with the purchase of school uniform / PE Kits / hygiene resources if needed etc. | Head of School | July 2021 |
| Total budgeted cost: | | | | | £2,550 |
| Total expenditure | | | | | <u>£13,500</u> |