

Pupil premium strategy statement (primary)

***NB Please be aware that this is a three year plan and some of the actions cannot be implemented immediately due to COVID-19 restrictions**

1. Summary information					
School	Raeburn Primary School				
Academic Year	2020-23	Total PP budget	55,000(20-21)	Date of most recent PP Review	July 2020
Total number of pupils	425	Number of pupils eligible for PP	38	Date for next internal review of this strategy	July 2021

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupil Premium children gap had reduced due to strategies that had been implemented but these are likely to have increased again due to school closures for COVID-19 and differences in access and support with home learning during closure
B.	Using high quality first teaching strategies is being implemented across the school and pupil premium children have these personalised to help them play an active part in lessons and become more efficient at metacognition and self-regulation but this is inconsistent in places
C.	Pupil Premium Pupils with lower ability are making less progress than their peers due to SEN issues.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Parental expectation of children meaning home learning environments, support and engagement for while at school and also during closure therefore access to home learning could be varied
E.	Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons. Covid-19 also means an extensive period of time where the disadvantaged children and families have been in an environment where they feel they belong and are comfortable therefore movement back into school may be compromised
F.	Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves. Covid-19 could have enhanced this as integration beyond their home will be varied as well as the extent of interaction within the home. This may have had a significant impact on the mental health and well-being of pupils.
3. Desired outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>
A.	The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both EYFS and both key stages
	Strategies to help Pupil Premium children's engagement and achievement in lessons reviewed and staff reminded of them regularly to maintain focus on the Pupil Premium children Data used to identify children to uplift during PPM meetings Where appropriate, Pupil Premium children will be given priority for 1:1 tuition possibly from the National Tutoring Programme

		<p>Internal data used to track children's achievements and gaps discussed at PPM meetings</p> <p>Interventions identified for children to ensure receiving appropriate intervention for them during PPM meetings</p>
B.	<p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress</p>	<p>Teaching will incorporate mastery techniques in Maths, higher order thinking and skills based learning.</p> <p>Pupils will be exposed to high quality texts in Reading to improve language skills. Lessons will involve modelling and teaching of metacognitive and self-regulative strategies to allow pupils to discover the learning strategies that help them the most Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies.</p> <p>Monitoring of teaching through learning walks will show an increase in the percentage of good teaching and the consistency of this through the school and within year groups. Internal data used to track children's achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap</p>
C.	<p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts also available for access through the Oxford reading scheme and school library. Vocabulary also developed through the child's learning journey in EYFS.</p> <p>RWI phonics scheme to be embedded and delivered consistently in EYFS up to Year 3 and as required with identified pupils in KS2.</p>	<p>English lead to help identify high quality texts year groups could use for themes. New reading scheme with ensure all pupils have texts matched to their ability. Learning walks allow specific observation for the teaching of reading and vocabulary and specific resources developed to help this</p> <p>Library and reading scheme updated to develop a love for reading to allow greater access to a rich range of vocabulary</p> <p>Reading book camp challenge introduced the help develop the range of texts read and further develop the love of reading for the children.</p>
D.	<p>Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as maintain regular contact with families to communicate progress and expectations.</p>	<p>High expectations communicated and explained during parents evenings</p> <p>Homework clubs run for children as year groups especially during time that homework is set online on google classrooms</p> <p>Pupil premium parents are contacted regularly (once per term) to discuss progress and expectations</p> <p>Pupil Premium families are specifically invited to workshops and meetings to help them develop skills which will help support learning at home. This will be delayed due to covid restrictions.</p>
E.	<p>Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons</p>	<p>Attendance tracked and monitored by the office and data provided each half term to Pupil Premium lead to help quickly identify those at risk of struggling to return to school after school closures</p> <p>Children with attendance 90-95% targeted through phone calls home and parents are invited to a meeting to discuss attendance.</p> <p>In extreme cases transport provided to ensure that children can get to school when other transport is not available or acceptable</p>
F.	<p>Improve the social and emotional health of pupil premium pupils, giving them confidence to learn and progress at the same rate as their peers. Improve the experiences for children to help enhance learning and ensure they have high expectations for themselves.</p>	<p>Pupil Premium families contacted in first week to discuss the experience of home learning and school closure to help identify possible gaps.</p> <p>Young citizens mark review tool used to identify how we can help develop the Pupil Premium children's expectations through social and emotional teaching of children</p> <p>School trips funded</p> <p>All children go on trips organised for their year group, partly funded by the school where necessary</p>

		<p>Visitors in school as well as a trip to enrich experiences Sensory Room used to help provide experiences children may have missed out on Opportunity to work with school learning Mentor to support with mental health. Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered, when required.(Covid restrictions on these at present)</p>
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4. Planned expenditure

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?
<p>The gap between Pupil Premium children's achievements will decrease therefore allowing overall gap to decrease in both key stages</p>	<p>In school data reviewed in PPM meetings and aspirational targets set</p> <p>TAs (year group/class based in the morning) and deliver intervention in groups based on need not age in the afternoons</p> <p>High quality teaching continues with consistent use of personalised strategies for pupil premium children</p>	<p>PPM meetings encourage increased expectations of all vulnerable groups, particularly PP children. Research suggests that high expectations means a limit is not put on potential progress and children are more likely to exceed expectations. The identified children will be targeted for discussion at future PPM meetings</p> <p>The impact of TAs is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and PP lead. Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by TAs to help with the limited amount of TA time available for intervention. This will begin to be embedded through the school.</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled.</p>	<p>Impact of intervention measured and records kept</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Learning walks/Book looks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p>	<p>LC</p>	<p>Termly</p>

<p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress whilst developing independent learners through the use of metacognition and self-regulation</p>	<p>CPD – Metacognition and self-regulation-PP Lead</p> <p>Learning walks and feedback to develop strategies and new approaches</p> <p>Staff meetings to develop strategies and new approaches to lessons to allow Pupil Premium children to be fully engaged and progress at an accelerated rate</p> <p>SLT to deliver regular training for staff to improve high quality teaching. RWI Training(Sep 2020) for EYFS and KS1 to improve reading an phonics.</p> <p>Staff training on developing a consistent CPA approach in Maths as well as questioning in order to ensure rapid progress of learners.</p> <p>Homework club- weekly lunchtime a club to support Pupils Premium pupils in completing their homework.</p>	<p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers and TAs to use strategies to ensure this is available for the children to access during lessons (TAs in the mornings where possible) to prevent any gaps getting bigger</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most during conversations . Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals</p>	<p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Looks</p> <p>Learning walks Pupil Voice interviews</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p> <p>Ensure staff have training on EEF metacognition to ensure high quality teaching is embedded throughout.</p>	<p>LC</p>	<p>Termly</p>
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<p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing.</p> <p>RWI phonics scheme to be embedded and delivered consistently in EYFS up to Year 3 and as required with identified pupils in KS2. Reading will be a priority across the school with all pupils following the Oxford Reading scheme and having texts matched to their ability.</p>	<p>Staff to identify high quality texts to use for themes where a rich vocabulary is available</p> <p>Learning journeys planned for that involve identification and discussion of good vocabulary examples as well as the use of these</p> <p>Vocabulary displayed for children to access when working independently</p> <p>Love for reading developed through the school through stimulating, relaxing and enjoyable reading areas in each classroom that promote relevant and up to date books that expose children to a rich range of vocabulary and ones that are matched to their ability.</p> <p>Reading book camp introduced as well as book tokens for classes with the highest percentage of readers each week.</p>	<p>Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve and learning journeys provide specific chances, tasks and resources to help develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves</p> <p>Updating the books available in the library and reading scheme to help create a 'love for reading' promoting reading and therefore exposure to a rich range of vocabulary which they can include in their own writing</p> <p>Reading areas developed to help create a stimulating, relaxing and enjoyable reading environment in each classroom encouraging all to read and promote a love for reading. This again exposes children to a greater range of rich vocabulary which they can include in their writing. The increased reading will also provide imagination stimulus and a wider base for children to call upon when writing own fiction texts.</p> <p>Learning journeys that involve the use of visual identification, discussion and use of this vocabulary will allow children to access different learning styles and thinking skills helping the children develop a bigger range of rich vocabulary.</p>	<p>Book Looks</p> <p>Learning walks</p> <p>Experienced teacher to lead Reading and phonics to promote use of library and to be a reading lead across the school to ensure consistency in phonics teaching.</p> <p>Reading scheme and library updated</p> <p>Library timetables for use</p> <p>Reading area a non-negotiable for the classroom</p>	<p>LC/CC</p>	<p>Termly</p>
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Total budgeted cost					£21,500
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?
Staff will have high expectations of Pupil Premium children with regards to attainment which will result in accelerated progress	<p>Targeted interventions (cross year group and stages in afternoon)</p> <p>1:1 tuition where appropriate possibly using the National Tutoring Programme</p> <p>Small group tuition as required</p> <p>Staff training on metacognition and self regulation.</p>	<p>The impact of TAs is proven to be greater when delivering research based interventions based on children's previous achievements rather than simply supporting the teacher in class. Specific gaps will be identified through data analysis and discussion between class teacher and Pupil Premium Lead.</p> <p>Intervention groups will be set up that cover the gaps and can pull children from different stages in the school together and delivered by TAs to help with the limited amount of TA time available for intervention. This will begin to be embedded through the school</p> <p>Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap when compared to national percentages. These strategies will be consistently embedded through the school while others trialled. Trialling has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school.</p>	<p>Impact of interventions measured and records kept of individual targets</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Looks</p> <p>Learning walks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones</p> <p>Pupil voice interviews</p>	LC	Termly

<p>Staff will deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress</p>	<p>Pre-teaching as required</p> <p>Teaching and discussion of personalised metacognition and self-regulation strategies</p>	<p>High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers to use strategies to ensure this is available for the children to access to prevent any gaps getting bigger</p> <p>EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies which supports them the most during conversations.</p>	<p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Book Looks</p> <p>Learning walks</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p> <p>Pupil voice interviews</p>	<p>LC</p>	<p>Termly</p>
<p>High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. RWI phonics scheme to be embedded and delivered consistently in EYFS up to Year 3 and as required with identified pupils in KS2. Reading will be a priority across the school with all pupils following the Oxford Reading scheme and having texts matched to their ability.</p>	<p>Daily and five times per week reading completed as necessary with a teacher/TA</p> <p>Targeted children invited to book club in the outdoor reading garden(covid restrictions)</p> <p>Small group discussion as appropriate(guided reading)</p> <p>Pre-teaching as required</p> <p>Support with texts for reading challenge or time to complete as necessary</p>	<p>It is essential that children are exposed to rich vocabulary in different ways to allow them to develop the vocabulary they can use in their own writing. This needs to be identified, discussed, explained and used to allow it to be embedded in the children's vocabulary bank.</p>	<p>Book Looks</p> <p>Learning walks</p> <p>Year group book clubs run to discuss appropriate books</p> <p>Pupil voice for reading challenge</p>	<p>LC</p>	<p>Termly</p>

<p>Parents will be aware of the high expectations of their children and what this involves. Staff will provide support with home learning as well as encourage attendance to any workshops or meetings that will help them support their child resulting in a more positive home school relationship with Pupil Premium families</p>	<p>Parents evenings</p> <p>Extra parent/staff discussions as required – initially in the first week of school to discuss home learning and school closure experiences</p> <p>Homework clubs in year groups</p> <p>Strategies developed to encourage attendance to parental workshops and meetings to help develop skills to support learning at home</p> <p>Staff member on the gate every morning to help open communication with parents</p> <p>Staff to ensure Pupil Premium families receive correspondence through elected preference (email, website, text. letter)</p>	<p>Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated. To help increase support available at home, homework clubs will be offered to put parents at ease of concerns arise. Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops to help develop a support network at home and a more positive relationship between home and school. High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children's learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationship with parents and therefore reduce any negativity passed onto children about school and making the children's experience at school more positive.</p>	<p>Parent voice</p> <p>Baseline on entry to full time school</p> <p>Pupil Premium Lead to liaise with parents.</p>	<p>LC</p>	<p>Termly</p>
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<p>Attendance of children is lower therefore gaps are not being closed and can increase as missing further lessons</p>	<p>Attendance officer to monitor Pupil premium children's attendance and report to Pupil Premium Lead to identify those at risk of struggling to return after closure</p> <p>Attendance meetings with parents to discuss how school can support.</p> <p>Extreme cases where beneficial transport provided to school</p>	<p>Mindfulness is embedded across the school through Mindful Mondays. Learning mentor works across the school every afternoon to offer nurture support to those pupils who need it or request it.</p> <p>Staff will be delivering a 'well-being' curriculum during the first two weeks of school to help to identify where support may need to be introduced.</p> <p>Children with attendance 90-95% are monitored closely. They are missing lessons that could mean key concepts are not understood so attendance is encouraged.</p> <p>In extreme cases transport provided to ensure that children can get to school and on time when other transport is not available or acceptable so routines are not missed or disrupted and again the correct mind set is developed at the start of the day</p>	<p>Attendance rates</p> <p>PPM meetings discussions to ensure correct intervention provided and adapted as needed</p> <p>Data Analysis to identify reduction in gap by achievement of target or objective and to set new ones and ensure pre-teaching identified if necessary</p>	<p>LC</p>	<p>Termly</p>
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<p>Experiences for children are limited therefore they are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves</p>	<p>Pupil Premium families contacted in first week to discuss the experience of home learning and school closure to help identify possible gaps</p> <p>Pupil Premium Passports developed to include home learning and school closure experiences to identify gaps/need/skills learnt etc.</p> <p>School trips funded</p> <p>Visitors in school as well as a trip to enrich experiences</p> <p>Sensory Room used to help provide experiences children may have missed out on</p> <p>Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered.</p> <p>Musical Minds weekly to enrich learning opportunities.</p> <p>Chester Zoo project to develop new knowledge and skills across the curriculum linked to our school intent.</p> <p>To embed Forest Schools across the school by each class having bi-weekly sessions.</p>	<p>Pupil Premium children often have limited experiences outside of school which can hinder achievements, if not at the present then in the future, as they do not have the experience to call upon to support them or the exposure to an experience to allow them to aim for it. Children often follow in the footsteps of parents and therefore wider experiences need to be provided to allow a full choice for all children</p> <p>A huge amount of 'social' time is at lunch during school This will be especially important during the next few months whilst in bubbles and limited interaction. Lunchtime supervisors need to ensure a positive relationship is developed and maintain with their bubble and interaction between the children is inclusive and positive.</p> <p>EEF have reported that social and emotional learning can allow an extra 4 months learning. This is extremely important on the return after closure for COVID-19 as some children will have not interacted with people outside of their household during this time and there will be children who are dealing with emotional effects of the closure.</p>	<p>Pupil voice</p> <p>Book looks</p> <p>Behaviour in and out of the class at breaks and lunchtimes</p> <p>Pupil voice interviews.</p> <p>Lesson observations.</p>	<p>LC</p>	<p>Termly</p>
Total budgeted cost					31,800

iii. Other approaches

Lego Therapy – to help develop friendship/social skills and ability to play with others while developing self-confidence and esteem
Specific roles – Pupil Premium children given specific roles to allow them to feel like they belong to the school
Time to Talk/Socially Speaking- Interventions to develop social skills and interaction.

Total budgeted cost	£6000
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5. Review of expenditure

Previous Academic Year

i. Quality of teaching for all

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 (and whether you will continue with this approach)	Cost

ii. Targeted support

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 (and whether you will continue with this approach)	Cost

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 (and whether you will continue with this approach)	Cost

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk