

# Pupil premium strategy statement

## School overview

| Metric                                      | Data                                                        |
|---------------------------------------------|-------------------------------------------------------------|
| School name                                 | Raughton Head Church of England Primary School and Nursery. |
| Pupils in school                            | 44                                                          |
| Proportion of disadvantaged pupils          | 4.6%                                                        |
| Pupil premium allocation this academic year | £7380                                                       |
| Academic year or years covered by statement | 2020 - 2023.                                                |
| Publish date                                | 1 January 2021                                              |
| Review date                                 | 1 November 2021                                             |
| Statement authorised by                     | M Bowman                                                    |
| Pupil premium lead                          | A Dickinson                                                 |
| Governor lead                               | G Brazendale                                                |

## Disadvantaged pupil progress scores for last academic year

| Measure                          | Score |
|----------------------------------|-------|
| Reading                          | n/a   |
| Writing                          | n/a   |
| Maths                            | n/a   |
| Measure                          | Score |
| Meeting expected standard at KS2 | n/a   |
| Achieving high standard at KS2   | n/a   |

## Strategy aims for disadvantaged pupils

| Measure                                       | Activity                                                                                            |
|-----------------------------------------------|-----------------------------------------------------------------------------------------------------|
| Priority 1                                    | Ensure all new staff have received training to deliver the phonics and spelling scheme effectively. |
| Priority 2                                    | Work with the maths hub to develop and embed Teaching for Mastery across all year groups.           |
| Barriers to learning these priorities address | Ensuring interventions used are evidence based and showing improvement                              |
| Projected spending                            | £2500                                                                                               |

## Teaching priorities for current academic year

| Aim                     | Target                                                             | Target date |
|-------------------------|--------------------------------------------------------------------|-------------|
| Progress in Reading     | Achieve national average progress scores in reading at KS2         | Sept 21     |
| Progress in Writing     | Achieve national average progress scores in writing at KS2         | Sept 21     |
| Progress in Mathematics | Achieve national average progress scores in mathematics at KS2     | Sept 21     |
| Phonics                 | Achieve national average expected standard in PSC                  | Sept 21     |
| Other                   | Improve percentage of children attending clubs out of school hours | Sept 21     |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

## Targeted academic support for current academic year

| Measure                                       | Activity                                                                                                                                                                                                                                                                      |
|-----------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Priority 1                                    | Embed RWI phonics and spellings with clear groupings of children by ability not age. Establish clear timetabled of phonics for younger children by phonics lead. Establish specific comprehension groups to ensure those children struggling with inference are given support |
| Priority 2                                    | Establish small group maths interventions for disadvantaged pupils falling behind age-related expectations                                                                                                                                                                    |
| Barriers to learning these priorities address | Encouraging daily phonics practise and providing catch up in mathematics, historically an area of weakness                                                                                                                                                                    |
| Projected spending                            | £2500                                                                                                                                                                                                                                                                         |

## Wider strategies for current academic year

| Measure                                       | Activity                                                                  |
|-----------------------------------------------|---------------------------------------------------------------------------|
| Priority 1                                    | Creating and embedding After School Clubs                                 |
| Priority 2                                    | Employment of counsellor to build self esteem                             |
| Barriers to learning these priorities address | Improving attitudes to learning and self-esteem measured by Leuven Scales |
| Projected spending                            | £2500                                                                     |

## Monitoring and Implementation

| Area             | Challenge                                                                                  | Mitigating action                                               |
|------------------|--------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Teaching         | Ensuring enough time is given to allow for staff development, monitoring and work scrutiny | Use of INSET days and cover by HT                               |
| Targeted support | Ensuring enough time for school maths- lead to support maths intervention                  | Train and monitor STA to deliver intervention                   |
| Wider strategies | Engaging the families facing most challenges                                               | Regular meetings between parents and HT to provide transparency |

## Review: last year's aims and outcomes

| Aim                                                                                                                                | Outcome                                                                |
|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|
| Higher rates of progress across KS1 and 2 for high attaining pupils eligible for pupil premium in mathematics, reading and writing | Non reportable due to COVID                                            |
| Increase the level of involvement and social interaction in PP eligible pupils                                                     | Involvement of PP eligible pupil at a similar level to non PP eligible |