



# Rounds Green Primary School

## Pupil Premium Grant Strategic Plan: 2020 – 2021

1. Summary information					
<b>School:</b>	Rounds Green Primary School				
<b>Academic Year:</b>	2020-21	<b>Total Pupil Premium Grant:</b>	£189,645	<b>Date of most recent PPG Review:</b>	July 2019
<b>Total number of pupils:</b>	372	<b>Number of pupils eligible for PPG:</b>	136	<b>Date for next internal review of this strategy:</b>	Apr 2021

2. Current attainment		
End of KS2 2020	<i>Disadvantaged Pupils (Rounds Green Primary School)</i>	<i>Non Disadvantaged Pupils (National average)</i>
% reaching age related expectations in Reading, Writing and Maths		n/a (no data due to Covid-10 pandemic)
% meeting standard or above in reading		n/a (no data due to Covid-10 pandemic)
% meeting standard or above in writing		n/a (no data due to Covid-10 pandemic)
% meeting standard or above in maths		n/a (no data due to Covid-10 pandemic)
<b>End of KS1 2020</b>		
% reaching age related expectations in Reading, Writing and Maths	%	n/a (no data due to Covid-10 pandemic)
% meeting standard or above in reading	%	n/a (no data due to Covid-10 pandemic)
% meeting standard or above in writing	%	n/a (no data due to Covid-10 pandemic)
% meeting standard or above in maths	%	n/a (no data due to Covid-10 pandemic)



3. Barriers to future attainment (for Disadvantaged Pupils)	
In-school barriers	
A.	Language and communication skills are lower for pupils eligible for PP at the start of EYFS.
B	Quality of teaching across all key stages is uneven
c.	Attainment and progress for disadvantaged pupils is an uneven picture across the school.
D	Remote Learning to be accessed and enable feedback to ensure quality provision for all
External barriers	
E	Availability of computer software in the home for chn to access remote learning
F.	Historically, attendance of the group disadvantaged is below non-disadvantaged
G.	Mobility – inward and outward
H	Some pupil premium pupils within school have less opportunities to practice skills at home (reading/spelling). For these pupils, reading stamina and fluency is affected.
I	Therapeutic services available to our chn due high numbers of SEND and Safeguarding concerns



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4. Desired Outcomes		Success criteria
<b>A, B &amp; C</b>	<ul style="list-style-type: none"> <li>To secure quality first teaching for disadvantaged pupils with identified communication and language needs.</li> <li>To secure speaking and listening is a high priority across school</li> <li>Disadvantaged pupils are identified in each year group within 'class profiles', including information from Proficiency in English Audit, and screening</li> <li>Leaders of learning and teachers are aware of the progress and trajectory of progress for all pupils in the groups identified in class profiles.</li> <li>Disadvantaged children in EYFS (WELLCOMM) KS1 &amp;KS2 (Learning Village) with under developed language receive targeted intervention to accelerate progress.</li> </ul>	<ul style="list-style-type: none"> <li>Combined reading writing and mathematics outcomes of disadvantaged pupils for 2020 to be in line with national</li> <li>Launch of Voice 21 embedded across school see 'talking frames' in place to support the oracy of disadvantaged children,</li> <li>Staff skills and knowledge re: importance of oracy improved</li> <li>Planning reflects regular opportunities for oracy</li> <li>Children who receive targeted intervention for WELLCOMM, make the expected progress and maintain the gains post intervention.</li> </ul>
<b>B.</b>	<ul style="list-style-type: none"> <li>Target setting reflects children's Early Years attainment in Mathematics and Literacy as well as GLD and KS1 results.</li> <li>Effective early interventions and teacher targeting are in place to challenge previously exceeding children and accelerate progress of children with potential.</li> <li>Targeted support from leaders and school based interventions for key year groups including early support for new starters is effective.</li> </ul>	<ul style="list-style-type: none"> <li>All disadvantaged pupils who attain exceeding in GLD at the end of EYFS and GDS in KS1 make the transition to greater depth</li> <li>Accelerated progress for children in receipt of interventions and other targeted support.</li> </ul>

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<p><b>D.</b></p>	<ul style="list-style-type: none"> <li>• Launch of learning platform across school and ensure all PP chn can access the Dojo</li> <li>• The learning platform to be immersed within the classroom delivery</li> <li>• Classroom coverage of the curriculum reflects the intent to increase cultural capital</li> <li>• Increased engagement with home learning e.g. homework and class dojo.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify those families who do not computer access at home</li> <li>• To create a Q&amp;A booklet/video for those parents who are struggling with Class Dojo</li> <li>• Maintained and increased access and participation in wider curriculum opportunities.</li> <li>• Return of homework/home learning including feedback and completion of reading records for this group is consistent.</li> <li>• System in place for following up non-engagement of disadvantaged children</li> </ul>
<p><b>E.</b></p>	<ul style="list-style-type: none"> <li>• Attendance – continue establishing good attitudes to attendance and punctuality from EYFS upwards, so that all year groups have attendance above average.</li> </ul>	<ul style="list-style-type: none"> <li>• Overall attendance for disadvantaged pupils, including Reception and above is at/greater than 96%.</li> </ul>
<p><b>F.</b></p>	<ul style="list-style-type: none"> <li>• Reduce the impact of mobility on PP outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Transition procedures ensure all disadvantaged pupils new to the school are well supported and safeguarding procedures for those leaving the school are robust with all forwarding documentation in place.</li> </ul>
<p><b>G</b></p>	<ul style="list-style-type: none"> <li>• Raise attainment in reading for pupil premium pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Premium Reading attainment will be 'on track' for achieving in line with national expectations at the end of the key stages</li> </ul>



<b>Academic Year 2020/21</b>					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
<b>1. Quality of teaching for all</b>					
Action	Intended outcome	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>Improve the quality of teaching across school by focusing on a clear pedagogy (feedback constructively, high challenge, low threat, repetitive learning), speaking and listening focus</p> <p>Plan high quality CPD for staff, including release time for staff to observe good or better teaching within school.</p> <p>Revise the curriculum offer to include teaching resources which enable staff to plan a spaced repetitive learning thereby supporting effective learning by deploying science of memory strategies.</p> <p>Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.</p> <p>Implement a learning platform to ensure provision for all chn</p>	<p>The quality of teaching across school will improve as a result of coaching to deliver teaching in line with the school's pedagogy of spaced repetition and low threat, high challenge AFL activities, implementing Voice 21 training across whole school</p> <p>Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations..</p> <p>PP pupils across school and in particular in Y5 and y6 cohorts make rapid progress in all areas but particularly writing, and the % gap with their peers is closed.</p> <p>Outcomes at the end of KS2 wifor PP pupils in RWM by the end of 2021 will be in line with national in reading in writing and maths.</p> <p>All PP chn to access home learning/homework to continue/consolisate and challenge learning</p>	<p>EEF research evidences that Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.</p>	<p>The leadership team will conduct half termly reviews of teaching and learning with a focus on the learning of pupil premium pupils.</p> <p>Ensure middle leaders have accountability for their own subject</p> <p>Termly Pupil Progress meetings</p> <p>Half termly intervention data analysed and regrouped where necessary</p>	<p>HH/FR/JW/middle leaders</p>	<p>At the end of each term and at the end of July 2021.</p>



2. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> <li>- Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress.</li> <li>- Additional TA support deployed for interventions/ tutoring following lockdown</li> <li>- Ensure that all PP pupils read regularly to practice skills and improve fluency.</li> <li>- Train TA's to expertly respond the AFL when supporting pupil premium pupils in the classroom</li> </ul>	<p>Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability.</p> <p>Bespoke, high quality 'point of need' interventions to be delivered; Early and continuous assessment, such as SALFORD reading baseline, which target children for established and proven interventions. Including: SALT, Reading Plus, WELLCOMM, Learning Village structured conversations with PP families to continue. Ensure equality of opportunity / access to additional reading. Promote reading for pleasure.</p>	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>The leadership team will conduct half termly reviews of both interventions and use of the TA within the classroom, with a focus on the learning of pupil premium pupils.</p> <p>Ensure middle leaders have accountability for their own subject</p> <p>Termly Pupil Progress meetings</p> <p>Half termly intervention data analysed and regrouped where necessary</p>	<p>HH/FR/JW &amp; PHLeads</p>	<p>At the end of each term and at the end of July 2021.</p>

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<b>Welfare Chosen action / approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review</b>
Attendance lead&officer – target to disadvantaged families to improve attendance and punctuality above national average of 96%	SEND &SLT team targeted to maintain and improve levels of attendance to impact upon their academic achievement.	This will be monitored termly through attendance and punctuality reviews.	FR&JP	December 2020 April 2021 July 2021
Maintaining enrichment opportunities across the school, Advance notice of trips, workshops and performances. Proactive seeking of funding and free / low cost opportunities.	Learning is contextualised in concrete experiences and language rich environments. Our pupils need a context for learning and a stimulus to trigger their interest..	Educational visits planned in advance. Termly monitoring of wider curriculum provision across year groups. Lesson observations and learning environment reviews show learning is linked back to the classroom e.g.vocabulary.Each trip or visit will be evaluated according to its effectiveness.	HH/FR/JW& PHLeads, middle leaders	Ongoing April 2021
Pupils have access to therapeutic services and a designated family support team in school and through outside agencies available	This provides support for social and emotional needs experienced as a result of external barriers to learning such as domestic violence, temporary housing, attendance, low self esteem etc.	Targeted pupils will be tracked through data collection cycles  Increase in the engagement of disadvantaged children’s families through outreach support.	HH/FR/JW & PHLeads	April 2021 July 2021