



Pupil Premium Strategy Statement 2020/2021

1. Summary Information

School	Rodbourne Cheney Primary School				
Academic Year	2020-21	Total PP budget	£89,760*	Date of most recent PP Review	July 2020
Total number of pupils	289	Number of pupils eligible for PP	89	Date for next internal review of this strategy	Nov 2020

**Figure based on gov.uk March 2020 Pupil Premium allocations spreadsheet. As of January 2020 census, 68 children were listed as being Pupil Premium, 26.2% of school population (259). This number has grown significantly as can be seen above, largely due to an increase in children in nursery.*

Attainment - End of Year Results 2019/2020 (recorded in March) ahead of Academic Year 2020/2021

	Pupils eligible for PP	Pupils not eligible for PP
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EYFS - Reception		
% achieving GLD	100%	75%
Year 1		
% On Track + in reading, writing and maths	25%	92%
% On Track + in reading	50%	100%
% On Track + in writing	25%	96%
% On Track + in maths	50%	96%
Year 2		
% On Track + in reading, writing and maths	55%	78%
% On Track + in reading	55%	83%
% On Track + in writing	55%	78%
% On Track + in maths	64%	78%
Year 3		
% On Track + in reading, writing and maths	50%	39%
% On Track + in reading	50%	44%
% On Track + in writing	58%	44%
% On Track + in maths	67%	67%
Year 4		
% On Track + in reading, writing and maths	38%	82%
% On Track + in reading	63%	82%

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% On Track + in writing	38%	82%
% On Track + in maths	63%	86%
Year 5		
% On Track + in reading, writing and maths	64%	85%
% On Track + in reading	73%	90%
% On Track + in writing	73%	85%
% On Track + in maths	73%	90%
Year 6		
% On Track + in reading, writing and maths	63%	82%
% On Track + in reading	84%	85%
% On Track + in writing	74%	82%
% On Track + in maths	84%	82%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (issues to be addressed in school, such as poor oral language skills)

A

Poor oral language skills resulting in attainment gap in reading and writing.

External barriers (issues which also require action outside school, such as low attendance rates)	
B	Potential widening of gaps created by lockdown/ school closures (see section 5 for actions previously taken attempting to limit this).
C	Attendance of Pupil Premium Children
D	High level of Child Protection/ Safeguarding
E	A lack of life experiences (cultural capital) at home

3. Desired outcomes - Intent

Barrier addressing	Desired outcomes and how they will be measured	Success Criteria
A	To raise the attainment of Pupil Premium children in Reading through a range of strategies including a development of oral language skills through vocabulary progression maps in each subject and a three phased approach to Reading.	<ul style="list-style-type: none"> Teachers report improved comprehension and oral language in pupil premium children through improvements in Reading Age scores. An increase in the attainment of Pupil Premium children in Reading (Both On Track + and GD)
A and B	To raise the attainment of Pupil Premium boys in Writing through a range of strategies including implementation of a three phased approach to Writing.	<ul style="list-style-type: none"> An increase in Pupil Premium boys who are On Track + in Writing.

A and B	To ensure that all pupil premium children have access to consistently high quality teaching and learning across all subject areas. Where interventions are needed, teachers to plan these carefully through use of Pupil Premium Provision Maps.	<ul style="list-style-type: none"> • Book Looks to show evidence of Quality First Teaching. • Planning Scrutiny to show evidence of Quality First Teaching. • Learning Walk to show evidence of Quality First Teaching. • Provision maps to show high-quality targeted interventions. • Progress in Reading Age and Maths Ages of Pupil Premium children. • An increase in Pupil Premium children who are On Track + in Reading and Writing.
C	To ensure attendance of Pupil Premium children is at 97% when children return to school.	<ul style="list-style-type: none"> • Attendance average of disadvantaged children to be 97% by the end of the academic year. • Attendance to be tracked termly to ensure that any attendance issues are caught and families are supported.
D	To implement a whole-school Wellbeing curriculum to support children with their mental and physical health upon their return to school.	<ul style="list-style-type: none"> • Positive Pupil Voice feedback on the school's curriculum offer. • Positive feedback from Parents on how school supports children's mental and physical health.
E	To give disadvantaged pupils an enriching, exciting curriculum offer with opportunities to increase cultural capital (Subsidised	<ul style="list-style-type: none"> • Positive Pupil Voice feedback on the school's curriculum offer.

	trips, Sports coaches, Dance Teacher, Music Service etc.)	
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4. Planned Expenditure - Implementation

Academic Year	2020-2021				
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 ?
A three-phased approach to English to raise attainment of PP children in Reading and Writing.	To continue implementing a three phased approach to English to support children in their Reading and Writing.	Quality First Teaching known to be biggest driver in terms of improving attainment of PP children. 'What happens in the classroom makes the biggest	Regular Book Monitoring. Regular Learning Walks. Pupil Voice. Use of Pupil Premium Provision Maps.	RG/ GS	July 2021 (but several check-ins to measure impact throughout the year too)

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		difference’ EEF Attainment Gap Report 2018	Regular Data Analysis to measure impact.		
A wellbeing curriculum to support/improve children’s physical and mental wellbeing.	To implement a wellbeing curriculum focusing on the ‘5 Ways to Wellbeing’: <ul style="list-style-type: none"> - Keep Learning - Give - Connect - Take Notice - Get Active 	Improving children’s wellbeing and attitudes to school can enhance learning experience and life chances. “Essential life skills are important in determining life chances and can be measured in a robust and comparable way.” EEF Attainment Gap Report 2018	Regular Book Monitoring. Regular Learning Walks. Pupil Voice. Parent Feedback.	GS	July 2021
Dance coach	Quality first	Quality first teacher-	Interventions in Year 5/6 to	GS/ Dance	Data to be

<p>and teacher led interventions to improve dance and gym skills whilst also giving teachers the time to impart quality first teaching on small groups of children.</p> <p>1:1 Dance therapy for identified disadvantaged pupils.</p>	<p>teaching. Teacher to provide interventions and therefore increase attainment and progress, narrow the gap between vulnerable groups. More disadvantaged children to achieve On Track +/- Greater Depth at end of KS2.</p> <p>Improved overall fitness and support children in being healthy in mind and body. Supports reduction</p>	<p>led interventions in years 5 and 6 whilst dance coach teachers half the class and teacher leads intervention groups.</p> <p>High level gym and dance for all pupils as dance to be taught by dance teacher from R-6. Increased flexibility, health benefits. Children to have better fitness and therefore be more healthy</p> <p>A range of</p>	<p>be monitored through Learning Walks and Book Looks.</p> <p>Data to show a rise in the attainment of PP children</p> <p>School entering Dance competitions including and ELITE team to be successful in relevant competitions.</p>	<p>Coach</p>	<p>tracked at all data points. A rise in the attainment of PP children in Reading, Writing and Maths combined with progress in Reading Ages/ Maths Ages will show impact.</p>
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	<p>in obesity.</p> <p>Development a lifelong skills and enjoyment for dance for all pupils</p> <p>Increase in growth mindset and resilience in all pupils</p> <p>Increase in confidence</p> <p>£6,000.00</p>	<p>performance opportunities for all children which supports their confidence and self-pride.</p> <p>Elite dance team to have at least 50% of FSM children. To enter national dance competitions and performance opportunities. This supports raising self-esteem, growth mindset and confidence.</p> <p>Sutton Trust: Sports participation +3</p>			
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		<p>months Sutton Trust: Small group tuition +4 months Sutton Trust: Collaborative learning +5 months Sutton Trust: Reading strategies +5 months</p>			
<p>All children to be able to play an instrument to improve cultural capital of PP children.</p> <p>All children to take part in music festivals and be able to</p>	<p>Music provision (specialist music teaching delivered by Swindon Music Service)</p> <p>£6,831</p>	<p>All children to have fair access to playing musical instruments and developing lifelong skills in music</p> <p>Quality first teaching of music for all children.</p> <p>PP children who</p>	<p>Music lead to liaise with Swindon Music Service to organise music provision in school and events outside of school.</p> <p>PP children to be observed in Pupil Voice speaking positively about Music provision.</p>	<p>HP/ Swindon Music Service</p>	<p>July 2021</p>

perform 1:1 tuition.		show flair in their instrument to have access to 1:1 music teaching Sutton Trust: Arts participation +2 months			
Accelerated Reader for Year 5 and Year 6	Improve reading outcomes at the end of year 6 £3000.00	Support children in Year 5 and Year 6 with reading and comprehension understanding Sutton Trust: Reading strategies +5 months	GS and RG to complete learning walks, book looks and data analysis to track the progress of PP children in Reading.	GS/ RG	Data to be tracked at all data points. A rise in the attainment of PP children in Reading combined with progress in Reading Ages will show impact.
Subsidising trips to increase cultural capital.	Residential trips subsidised and trips for enriched	Support children with cultural capital by giving them	Access to Pupil Premium to be rigorous through leaflets and letters to	GS	July 2021

	<p>curriculum offer (swimming, ice-skating etc. also subsidised) Paid transport for trips</p> <p>£10,000</p>	<p>access to experiences and an enriching curriculum.</p> <p>Sutton Trust: Outdoor adventure learning +4 months</p>	<p>ensure all potential PP children have access to funding/ subsidised trips.</p>		
<p>One to One tutoring for selected PP children in Writing</p>	<p>Improved learning for children; bridge any gap through detailed data analysis and provide quick interventions to ensure gap doesn't widen</p> <p>£7200.00</p>	<p>Focus on key writing skills to improve standards at the end of KS1 and KS2.</p> <p>Sutton Trust: Small group tuition +4 months Sutton Trust: Collaborative learning +5 months Sutton Trust: One to one tuition +5</p>	<p>GS and RG to complete learning walks, book looks and data analysis to track the progress of PP children in Writing.</p>	<p>GS/ RG</p>	<p>Data to be tracked at all data points. A rise in the attainment of PP children in Writing will show impact.</p>

		months			
SAT Buster Books for Upper key stage 2	Improved grammar, reading and maths skills through regular practice in class and at home. £900.00	Support children with having own SATs books to help boost reading and understanding of questions Sutton Trust: Reading strategies +5 months Sutton Trust: Homework (primary) +2 months	GS and KF to ensure regular SATs Bister Book practice in class and set relevant homework from books at home.	GS/ KF	July 2021 - Analyse end of KS2 SATs data.
Total budgeted cost					£33,931
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 ?

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<p>Quicker identification, improved outcome for SEND children, parental support</p>	<p>Educational Psychologist (EP) £10,780.00</p>	<p>15 days for Educational Psychologist support for school to support children with SEN needs Sutton Trust: Individualised instruction +3 months Sutton Trust: meta-cognition and self-regulation +8 months Sutton Trust: social emotional learning +4 months Sutton Trust: Behaviour intervention +3 months</p>	<p>A rise in the attainment of PP SEND children. An increase in the number of children seen by the Educational Psychologist.</p>	<p>GS/ SH/ LO'D</p>	<p>July 2021</p>
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<p>Improved attendance levels for PP children and therefore improved attainment and oral language skills. The aim to push attendance figures for Disadvantaged children) to at least 97%.</p>	<p>Educational Welfare Officer (EWO)</p> <p>£4000.00</p> <p>Use of Attendance Rewards (Classopoly) in school.</p> <p>Use of mentor system for vulnerable children.</p>	<p>Support for families of children with persistent absence and persistent lates. Pupil Premium children have been identified as having lower attendance compared to non-pupil premium children</p> <p>Sutton Trust: Parental involvement +3 months</p>	<p>Attendance tracked at regular intervals throughout the year. EWO to support children and families from disadvantaged backgrounds if their attendance falls below acceptable levels.</p>	<p>GS/ JS/ EWO</p>	<p>Termly</p>
<p>Improved speech and communication for Pupil Premium pupils.</p>	<p>Speech and Language Therapist (SALT)</p> <p>£6,240.00</p>	<p>Early support for children with identified speech, language and communication difficulties.</p>	<p>Work closely with the SALT, SENCO and teachers to ensure any children with speech and language issues are supported.</p>	<p>GS/ SALT</p>	<p>Data to be tracked at all data points. A rise in the attainment of PP children in Reading and</p>

		Sutton Trust: Oral language intervention + 5 months	Weekly Clinics to be held for these children.		Writing combined with progress in Reading Ages will show impact.
Improved outcomes for vulnerable and anxious children. Support for those exhibiting mental health difficulties	Targeted Mental Health (TAMHS) £4,284.00	A course of support for children with identified mental health needs. TAMHS support worker to run a school clinic. Sutton Trust: social emotional learning +4 months Sutton Trust: Behaviour intervention +3 months	Work closely with Learning Mentor and teachers to ensure any vulnerable children with possible mental health difficulties and supported. TAMHS support worker to work with these children.	GS/ JS/ TAMHS support worker.	July 2021
FSM pupils are supported to make good	Parent Support Advisor (PSA)	To support children and parents who need support with	Teachers are supported by PSA with identified child in their class.	GS/ JS/ PSA	July 2021

levels of progress and therefore they do not have any barriers to learning and attendance.	£5616.00	parenting or issues arising in the home environment In addition, will also be available for parent drop in sessions and will also provide group parenting classes. Sutton Trust: Parental involvement +3 months	Families are well supported with bedtime routines, homework, rewards and discipline at home, accessing funding and outside agency support etc.		
Children are kept safe and therefore able to achieve their full potential.	Learning mentor £15,096.00	Works as safeguarding lead to support children and families in being safe and protected.	Rigorous monitoring of attendance to ensure that we raise attendance % for whole school, and a particular focus on attendance of vulnerable	JS/ LD/ GS	Data and Attendance to be tracked at all data points. A rise in the attendance and attainment of

<p>Progress and higher attainment of Pupil Premium children across Reading, Writing and Maths.</p> <p>Attendance improvement for disadvantaged children and there is a reduction in number of persistent absences and persistent lates.</p>		<p>Liaises with outside agencies so that we are working well with each other to support children.</p> <p>Sutton Trust: social emotional learning +4 months Sutton Trust: Parental involvement +3 months</p>	<p>groups of children.</p> <p>Meetings to build self-esteem and the skills required to be a good learner will result in academic progress.</p>		<p>PP children in Reading and Writing combined with progress in Reading/ Maths Ages will show impact.</p>
Total budgeted cost					£46,016
Other Approaches					

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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 ?
Breakfast Club	Children to have a better start to the day. Improved learning and concentration and therefore better attainment and progress in all subjects Attendance gap in PP and NPP children, and there is a reduction in number of persistent absences and persistent lates.	Subsidised breakfast club for daily rate of £1.00 per child. Enables children to have successful start to the day. Plus supports parents with work commitments. For selected PP children, there will be no cost for attending breakfast club. In addition, some children will be fed	Breakfast club to be provided for PP children. Staff CPD training to support all staff.	LD/ GS	July 2021

	£3000.00	breakfast on arrival in school during school hours. Sutton Trust: Extending school time +2 months Sutton Trust: Homework (primary) +2 months			
Extra club opportunities, including challenge club and a range of sports clubs	Improved mathematics skills and therefore there will be no gap in attainment of PP to NPP children Support home learning as homework to be	Clubs will be free or heavily subsidised so that all pupils get the opportunity to attend after school clubs, increase learning, develop friendships and confidence	Access to Pupil Premium to be rigorous through leaflets and letters to ensure all potential PP children have access to subsidised/ free clubs.	All Teachers running clubs	July 2021

	<p>completed in school for pupils attending club Challenge club will support MA children attaining greater depth in mathematics</p> <p>£1401.00</p>	<p>Sutton Trust: homework</p> <p>A wide range of sports clubs to improve fitness and ensure a keen attitude to sports</p> <p>Sutton Trust: Sports participation +3 months</p> <p>Sutton Trust: Small group tuition +4 months</p> <p>Sutton Trust: Reading strategies +5 months</p>			
Total budgeted cost					£4,401

5. Review of expenditure - Impact

Previous Academic Year **2019-2020**

Quality of Teaching for All

Desired outcome	Chosen action/approach	Cost	Lessons Learnt/Actual Impact
The current school aims with regards to Quality-First Teaching and targeted intervention revolve around closing the attainment gap between Pupil Premium children and Non-Pupil Premium children in Reading and Writing (with a particular focus on boys in Writing).	Quality First Teaching and Targeted interventions were the two key approaches with regards to closing the attainment gap. See 'Support During Lockdown/ School Closures' section for actions taken to attempt to minimise impact on the	£40,531	<p>Data analysis completed in June 2020, showed a positive picture across the school with children performing above National Averages in many areas. There is a particular strength in Maths and Reading where children are broadly in line with the National Averages at the end of KS2. Pupil Premium boys are actually performing above the National Average in Maths.</p> <p>In addition to the above, we had a large amount of Pupil Premium children achieving Greater Depth in Reading (20%)</p>

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	<p>attainment gap from March - September 2020. On top of this, money was spent on the Accelerated Reader programme and on CGP Booster Books for Key Stage 2. Spending on Music Provision and Dance Provision was also considerable which allowed teachers to spend more time planning and delivering Quality First Teaching with smaller groups of children whilst increasing cultural capital.</p>		<p>Pupil Premium Data Analysis (completed in September 2019) document shows in-depth data analysis including class breakdowns and names of children currently Not On Track for teachers to focus on. On Track + Writing came out as the area requiring most attention emphasising the importance of the three-phased approach to Reading and Writing and targeted interventions.</p> <p>Further Data Analysis (completed in December 2019 after Data Drop 1) showed a 3% closing of the attainment gap in Writing showing impact from the work put in since the start of the year. The picture was the same after data analysis completed in June 2020 and indeed, we have seen a raise in attainment in PP writing.</p> <p>In addition to the success' noted above, we had a PP Peer Review complete with Learning Walk on 21st October 2019 from PP Leads at another</p>
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			<p>federation school. Many positives were noted including the work of children in Years 5 and 6. The children's understanding of the three phased approach and vocabulary were noted as particular strengths.</p> <p>With a focus on English, a Book Look was completed in January 2020 and there was clear evidence of the three phased approach to English in all year groups. Guided Reading skills were being taught consistently and writing was well structured with emphasis on vocabulary, grammar, planning and extended writes all evident in each book.</p> <p>Furthermore, Pupil Voice completed in January 2020 gave support to our areas of focus and some of our PP spends. Evidenced in PP folder, Pupils spoke positively about:</p> <ul style="list-style-type: none">• Trips and Residentials;
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			<ul style="list-style-type: none"> • Swindon Music Provision; • Dance Lessons; • Interventions and small-group teaching; • Accelerated Reader; • Mini Police; • Swindon Foodbank. <p>Despite a slight closing of the gap in Writing, there was a 2% widening of the gap in Reading. Attainment of PP children in Maths remains a strength of the school and we have in fact seen a 2% closing of the gap in this subject. As such, Reading and Writing remain our key areas of focus moving forward as we look to continue raising attainment/ closing the gap in Writing and attempt to make sure that the gap does not continue to widen in Reading, despite relatively good attainment levels in this subject.</p>
Targeted Support			
Desired outcome	Chosen	Cost	Lessons Learnt/Actual Impact

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	action/approach		
To support our most vulnerable children so that their needs are met and they gain life experiences through subsidised trips and extra-curricular activity.	<p>To meet the needs of our most vulnerable children and to increase their cultural capital, notable spends were allocated to the following places:</p> <p>£15,096 on a Learning Mentor. £10,780 on an Educational Psychologist £6,000 on subsidising cost of school trips £6,240 on SALT £5,616 on a Parent Support Advisor £4,000 on an EWO</p>	£46,016	<p>Targeted support accounted for over half of our Pupil Premium budget but this remains largely due to the school's demographic. The school has a large number of Pupil Premium children and meeting/ safeguarding their needs is incredibly important to the school. The learning mentor works closely with the children and families of vulnerable children and has a positive impact on the children's wellbeing which leads to better behaviour, attainment and attendance. Similarly, money spent on Educational Psychologist, SALT, PSA and EWO has enabled us to better meet the needs of our Pupil Premium children, keeping their attendance levels at an acceptable percentage whilst also being a contributing factor to the aforementioned rise in attainment of our Pupil Premium children in Reading and Writing. Consequently, money will be spent in similar areas next year.</p>

	<p>In addition to this, money was also spent on subsidising breakfast club and after-school/ extra-curricular clubs and activities.</p>		<p>A newly developed wellbeing curriculum focusing on the children's mental and physical wellbeing with reference to the '5 ways to wellbeing' will complement the support given by aforementioned staff/ outside agencies as we look to support our children in their return to school. The Wellbeing curriculum will be taught to every member of the school and will cover the following areas:</p> <ul style="list-style-type: none">• Keep Learning• Give• Connect• Take Notice• Get Active <p>Each term, one of these five areas of wellbeing, alongside our key values, will be interwoven in to all elements of school life to support our Pupil Premium children in achieving their full</p>
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			potential. Due to the nature of our wellbeing curriculum, each child will be exposed to the same messages, regardless of which class they are in, although lessons will be tailored to the needs of each age group.
Support During Lockdown/ School Closures			
Desired outcome	Chosen action/approach		
To support our most disadvantaged families during lockdown and school closures to lessen impact on the attainment gap.	<p>A range of measures were introduced with the aim of minimising the potential widening of the attainment gap. These included:</p> <ul style="list-style-type: none"> • Phone Calls - Regular phone calls were made to all children (including extra calls for our most vulnerable). On top of this, teachers posted daily on Twitter to maintain regular contact. Verbal feedback on the support given both through Twitter and via phone calls was extremely positive. • Care Packages - Our most vulnerable families were given care packages which included food, nappies and other essentials. These were made by us as a school and parents have collected them or we have dropped them off. • Laptops - Laptops were secured from the LA and given to identified families to support with home learning. • Devices - Amazon Fire tablets were secured as part of a Trust initiative and donated to identified families to support with home learning. 		

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| | <ul style="list-style-type: none">• Food Bank - Due to us being a registered Food Bank provider, we issued vulnerable families with vouchers. These have been gratefully received.• Learning Packs - For some of our nursery families, we dropped off learning packs with arts and crafts, small toys, books, glue sticks, playdoh and more to support the children's learning and playing at home• Extra contact - In line with government and LA guidance, we made daily contact with some of more identified disadvantaged: children with social worker, previous social worker, young carers, identified vulnerable etc. Again, parents have been very grateful. We have also continued to make referrals to agencies where people are struggling. Referrals have been made to TAMHs, Early Help, Health Visitors and more.• Reading - To support families with reading at home, teachers set reading books using Serial Mash on Purple Mash. Other online books and websites were also used to support reading at home.• 2Email - To support children's mental wellbeing, we set up 2Email in each class so children could communicate with each other in a safe environment.• Video - To maintain a sense of community, whole-school videos were made and posted on our social media channels. Videos showed children's work, again with the aim of supporting the wellbeing of our children. |
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