



Rode Heath Primary School

Pupil Premium Strategy

School overview

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|--|--------------------|
| School name | Rode Heath Primary |
| Pupils in school | 210 |
| Proportion of disadvantaged pupils | 5.24% (11) |
| Pupil premium allocation this academic year | £14,795 |
| Academic year or years covered by statement | 2020-2021 |
| Publish date | January 2021 |
| Review date | January 2022 |
| Statement authorised by | Governing Board |
| Pupil premium lead | Rachel Woollam |
| Governor lead | Tara Sanchez |

School Vision

At Rode Heath we passionately believe individual circumstance should not prohibit any pupils from receiving the best possible education or accessing any activity our school has to offer, either as part of the curriculum, or as part of our wider opportunities through extra-curricular tuition and clubs. The targeted and strategic use of Pupil Premium funding will ensure that there is no significant gap between the achievement and opportunities of pupils eligible for Pupil Premium and other pupils in the school.

Disadvantaged pupil progress scores for last academic year

| Measure | Score |
|----------------|--------------|
| Reading | |
| Writing | |
| Maths | |

**small proportion of pupils so caution needs to be taken with this progress score*

**Due to the Covid-19 Pandemic, no data was available for 2019-20*

Strategy aims for disadvantaged pupils for last academic year

| Measure | Score |
|--|-------|
| Meeting expected standard at KS2 (RWM) | |
| Reading | |
| Writing | |
| Maths | |
| Achieving high standard at KS2 (RWM) | |
| Reading | |
| Writing | |
| Maths | |

*Due to the Covid-19 Pandemic, no data was available for 2019-20

| | Activity |
|---|---|
| Priority 1 | Quality first teaching in all classrooms so learners, in particular pupil premium children, have the best possible chance of achieving the expected standard in core and foundation areas. Regular and current CPD for all staff. |
| Priority 2 | Targeted interventions that enable pupils to 'keep up' rather than 'catch up.' |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Below average 'on entry' starting points • Lack of engagement/ aspiration on the part of the parents/carers |
| Projected spending | £8,000 |

Teaching priorities for current academic year

| Aim | Target | Target date |
|-------------------------|--|---|
| Progress in Reading | <p>Annual CPD for all support staff in AR so that pupils can be closely monitored and interventions put in place that enable pupils to keep up. Utilise AR and train staff in early identification of those children slipping in reading so that progress can be maintained from given starting points. Give children autonomy to select books from chosen catalogues (Badger books).</p> <p>Allocate £500 for buying books to engage less able or disengaged readers.</p> | June 2021 |
| Progress in Writing | <p>Annual CPD for all staff in the moderation of writing. Staff to be clear on end of year group expectations in writing and be confident in accurately levelling writing. CPD for individuals in how to move writers from the EXS level into GDS. Regular coaching for practitioners who need support. Highlight the importance of vocabulary when writing. Introduce Concept Cat and Write Dance in pre-school in order to give children a solid foundation to both writing and handwriting.</p> | <p>CPD to take place throughout the year</p> <p>Concept Cat to be embedded this academic year</p> |
| Progress in Mathematics | <p>Monitoring of staff in MNP so that all maths lessons follow the same structure and that practice is consistent across year groups.</p> <p>Maths intervention (Scholastic maths booster) to take place for those not keeping up in maths in year 2 and for those who did not meet the EXS standard at the end of KS1. Further CPD for EYFS practitioners in order to meet the new criteria for number in the Early Adopter Framework.</p> | By the end of academic year |
| Phonics | <p>CPD for all practitioners in the delivery of phonics and the importance of the 4-part lesson. Look specifically at training of TAs in early years and their pronunciation of pure sounds.</p> <p>Purchase more reading books that link to phonics phase 4 and 5 so that texts are closely matched to stage of development for those struggling to master applying their phonic knowledge.</p> | CPD to have taken place by the end of the spring term |

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

| | Activity |
|--|---|
| We use an evidence-based approach as our starting point for interventions and priorities, depending on the needs of the children. This year our priorities are: | |
| Priority 1 | Handwriting intervention daily (5 x 15 minutes). This focuses on correct letter formation and the joining of writing so that there is no disparity between any child or groups of children in the class. This also boosts self-esteem. The joining and consistency of handwriting also enables children to meet EXS in writing. |
| Priority 2 | Maths booster programme run by TA for those at risk of not meeting EXS or who did not meet EXS at the end of KS1. Aim of keeping up rather than 'catching up.' |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Low self-esteem • Poor behaviour for learning • Specifically target an area that would prohibit pupils from achieving EXS in writing and maths |
| Projected spending | £4,800 |

Wider strategies for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | To offer weekly instrumental tuition to all pupils eligible for pupil premium funds in order to widen their curriculum and experiences further which in turn will improve wellbeing and self-esteem. |
| Priority 2 <i>*no after school clubs running at the moment due to Covid.</i> | To offer an after school club, paid for by the school in order to promote social interaction and support. |
| Priority 3 | To pay £50 towards the cost of uniform items that require a logo. |
| Priority 4 <i>*residential visits and trips are currently due to change this year due to the Covid 19 Pandemic</i> | To meet half the cost of all residential visits and wider curriculum trips and visits. |
| Barriers to learning these priorities address | <ul style="list-style-type: none"> • Limited life experiences due to funding • Social and emotional skills • Poor, negative mind-set and well being |

| | |
|--------------------|---|
| | <ul style="list-style-type: none"> • Low self-esteem • Behavioural difficulties |
| Projected spending | £2,965 |

Monitoring and Implementation

| Area | Challenge | Mitigating action |
|------------------|--|--|
| Teaching | Change in staff or year group. | Ensure any changes are planned for, and training sought if possible prior to moves. |
| Targeted support | <p>Ensuring school budget can afford the continuation of a intervention TA.</p> <p>*due to maintaining a consistent staff in every class in order to minimise the spread of Covid19, we have redeployed our intervention TA to a class in order to provide 'catch up' interventions.</p> | Forward plan all expenditure where possible and budget in cost for intervention TA over a 3-year period. |
| Wider strategies | Ensuring every child entitled to various layers of funding receives our offer. | Proactively approach parents/carers of children who haven't taken up opportunities and entitlement. |

Review: last year's aims and outcomes

| Aim | Outcome |
|---|--|
| TAs trained in interventions to support emotional health, managing feelings in a positive way, develop positive image, resilience and confidence and accepting disappointment. | These sessions continue to be offered. The outcome of last year's mindfulness sessions was very successful with all targeted children coming back to school after lockdown with little issues. |
| <p>Music tuition offered</p> <p>Look at ways to offer zoom lessons for our PP children who selected to learn a brass or woodwind instrument</p> | <p>This has been utilised by 3 out of the 7 families who have children old enough to access this.</p> <p>Ensure we promote this as part of our PP pledge so that all families know it's their entitlement.</p> |
| To provide curriculum enrichment activities for all pupils. To subsidise the cost of educational and residential visits for all pupils | 50% of costs of residential visits were covered. Residential visits to Llandudno, York, Chirk, and Anglesey . |
| <p><u>Response to Covid-19 for our PP pupils and our vulnerable families.</u></p> <ul style="list-style-type: none"> • PP premium children and vulnerable families were contacted regularly during lockdown. As a result: | |

- 1 family was referred to the food bank , since qualified for Pupil Premium. Also took child in during lockdown 1-2 days a week as parents' mental health was deteriorating and child suffering as a result
- One family were given food vouchers at the start of lockdown and with our help applied and qualified for Pupil premium during lockdown. This family have moved to another school due to relocating to a bigger house.
- One family supported by offering a place in school 3 days a week during lockdown. Child has since struggled to reintegrate. Have put 'Relax Kid' sessions in weekly and was also accessing OOH.