

School	<b>Rectory Farm Primary School</b>
Pupils in school	194
Proportion of disadvantaged pupils	40%
Pupil premium allocation this academic year	£106,255
Academic year or years covered by statement	2020-2021
Publish date	October 2020
Review date	September 2021
Statement authorised by	Sarah Heslop
Pupil premium lead	Sarah Heslop
Governor lead	Chris Newton

### Current attainment at KS2

Measure	Pupils eligible for PP (this school)	National average for all pupils
% achieving expected standard in Reading, Writing and Maths	54%	65%
% achieving expected standard in reading	61%	73%
% achieving expected standard in writing	64%	78%
% achieving expected standard in maths	69%	79%

### Strategy aims for disadvantaged pupils

Measure	Activity
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Priority 1	Ensure all staff (including new staff) have received up to date training to deliver the phonics/spelling scheme effectively throughout school with a balanced emphasis on reading and writing.
Priority 2	Work with the Maths Hub and Maths Lead to embed Teaching for Mastery across all year groups
Barriers to learning these priorities address	Ensuring staff use evidence-based whole-class teaching interventions, where children keep-up
Projected spending	£18869

### Teaching priorities for current academic year 2020-2021

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)	July 21
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)	July 21
Progress in Mathematics	Achieve national average KS2 Mathematics progress score	July 21
Phonics	Continue to achieve national average (or above) expected standard in PSC	July 21
Other	Continue to improve attendance of disadvantaged pupils to be in line with non-PPG	Sept 21

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of Y1 and Y2. To closely monitor children that fail Y2 phonics and provide additional support as needed across KS2**

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Establish Class Libraries with a range of fiction and non-fiction identified to encourage a love of reading and broaden reading experiences. Provide progression of decodable texts in Y2, Y3 and UK2</p> <p>Develop the Reading Club provision to support children's reading next steps.</p> <p>Develop the Herts for Learning Reading Fluency project and Early Reading Strategies</p>
Priority 2	<p>Establish small group maths interventions for disadvantaged pupils with gaps and are falling behind age-related expectations, Third Space Learning in Y4/Y5/Y6, Y1/2 1stclass@number <a href="https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/">https://everychildcounts.edgehill.ac.uk/mathematics/1stclassnumber/</a></p> <p>Success@arithmetic <a href="https://everychildcounts.edgehill.ac.uk/mathematics/successarithmetic">https://everychildcounts.edgehill.ac.uk/mathematics/successarithmetic</a></p>
Priority 1 and 2	<p>To support Y6 to access revision and develop independent learning in readiness for Secondary School. <a href="https://www.satsbootcamp.co.uk/teacher-subscribe.php">https://www.satsbootcamp.co.uk/teacher-subscribe.php</a></p>
Barriers to learning these priorities address	<p>Encouraging wider reading and providing catch-up in mathematics and the language of maths – typically an area of weakness</p>
Projected spending	£8488

## Targeted academic support for current academic year

Measure	Activity
Priority 1	<p>Improving results in Reading, writing and maths to close the gap between PPG and non- PPG</p>
Priority 2	<p>Teacher development priorities in Oracy, Cognitive Science and activating learning</p>
Priority 3	<p>Additional training and resources for staff to deliver focused, engaging and rigorous phonics sessions</p>

Barriers to learning these priorities address	Encouraging wider vocabulary development and oracy from EYFS on wards and providing catch-up in mathematics, the language of maths and additional reading opportunities with trained adults – typically an area of weakness
Projected spending	£10812

### Wider strategies for current academic year

	Activity
Priority 1	Embedding an Activity Breakfast Club (for all vulnerable pupils) not this year due to Covid although Give it your Max has been really successful Educational visits Programme, supported Music Lessons for children with musical aptitude, uniform, school meals Current music take up improved from 1 child- 3/ promoting with violin teacher. Ukelele with Y5
Priority 2	<p><b>Social and emotional support.</b></p> <p>2020-2021 To invest in THRIVE training, support and diagnostic tools in school. Already worked with individual children. To roll out whole school from Sept 21</p> <p>Continued development and priority of PSHE sessions for all children within school. Training for PSHE, occurs each week, SRE this term-policy in place for September</p> <p>2021-2022 To further develop Pastoral support in school with Restorative Justice involving all staff in School. To implement a Circle of Friends' strategy to support specifically children new to the school. Staff to aim to do more to support peer to peer outside of class.</p> <p>Further development of the Nurture ethos in school. Sharing a part-time education welfare officer with partner schools to support families with attendance and acute need. Budget not allowing for this, Jordan supporting with attendance monitoring</p>
Barriers to learning these priorities address	Improving attendance and readiness to learn for the most disadvantaged pupils, increase pupils' confidence and positive attitude to learning, resilience, encourage pupils to be more aspirational Protective Behaviour training for two nurture practitioners with Sally Ann Hart (PBUK) accredited trainer protective behaviour training partnership
Projected spending	£68082

## Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders- English lead 2xhours per week non contact. DHT 1.5 days to support T&L. Challenges of covering otherleaders due to Covid
Targeted Support	Ensuring enough time for school maths-lead to support small groups	DHT/Maths Lead given allocated subject time to support keep-up groups. ½ day per week subject lead time
Wider Strategies	Engaging the families facing most challenges	Working closely with support agencies, food banks, adult education to provide an outreach programme. Targeted support/Free to Talk ( forest schools)/ Seeds of Change

## Review: Last Year's Aims and Outcomes

Aim	Outcome
Progress in Reading and Writing	Steady improvement in disadvantaged pupil progress from 2018 to 2019. On track towards aim.
Progress in Mathematics	Worsening of results since last year. As a result, mastery will be embedded across the school, to ensure we meet the aim. <b>SLT monitoring show improvements in teaching and learning. Pupil books show improved understanding of mastery e.g. representation, diving deeper</b>
Phonics	Exceeded disadvantaged national average ahead of projection following introduction of new phonics scheme and staff training. New aim of disadvantaged pupils meeting national average for all pupils by July 2021. <b>Spring 21 data shows Y1- 71% @EXP Y2 60% EXP</b>
Other	Attendance was difficult to monitor last due to the disruption in learning. Staff continue to challenge parents on non-authorized absences- in particular holidays.

[https://educationendowmentfoundation.org.uk/public/files/Annual\\_Reports/EEF\\_Attainment\\_Gap\\_Report\\_2018.pdf](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Attainment_Gap_Report_2018.pdf)

<https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/rectory-farm-primary-school-nn3-5dd/>

### Additional Information

\*This is of particular importance in the current climate. Emotional wellbeing- the burden of getting by on a low income can put an enormous emotional strain on parents and their children (1). The ability of children to develop resilience in early life has a major impact on the later development of their social and emotional skills that enable children to gain a good education, qualifications and future employment, which in turn contribute to their health and wellbeing. Children with emotional wellbeing are better able to cope with uncertainty and adversity and recover more successfully from traumatic events or episodes.

Social and living environment- the family is the most important determinant of child poverty, but schools and neighbourhoods are also important: they can exacerbate the problems by normalising low aspirations and high-risk behaviours or they can mitigate the effects by providing supportive social networks alongside effective early intervention and prevention programmes. Improving the social and living environment of children living in deprived communities is of high importance.

Healthy Schools programmes and Personal, Social, Health and Economic education within curricula provide a whole school approach through which children and young people can acquire the understanding, knowledge and skills to thrive as individuals, family members and members of society.

Working with specialist substance misuse treatment services, general practice and social care to develop a whole-family approach to parental substance misuse.

Advocating for smoke-free environments, including homes and cars, to protect children from second-hand smoke.

<file:///easiserv-2198/Users/AdminStaff/Work/shughes/Downloads/Rutland%20Child%20Poverty%20Strategy%202014-%202017%20Final.pdf>

1. Save the Children. Child Poverty in 2012. [https://www.savethechildren.org.uk/sites/default/files/documents/child\\_poverty\\_2012.pdf](https://www.savethechildren.org.uk/sites/default/files/documents/child_poverty_2012.pdf) [accessed 10/09/2014]

\*\*access to 2 hours of Physical Education per week and be encouraged to take part in an additional three hours of sport per week within and beyond the school. <https://www.gov.uk/government/publications/healthy-child-programme-5-to-19-years-old>



# Rectory Farm Primary School

Your school's data for the most recent year (2019)

● All of your pupils. <sup>?</sup>

● Your disadvantaged pupils. <sup>?</sup>

198 <sup>?</sup>

TOTAL PUPILS

46% <sup>?</sup>

PUPIL PREMIUM %

£120,226 <sup>?</sup>

PUPIL PREMIUM ALLOCATION



EXPECTED STANDARD



MATHS



READING



WRITING



EXPECTED STANDARD



MATHS



READING



WRITING