Ridgeway Primary School and Nursery
Pupil Premium Report: 2019 -2020
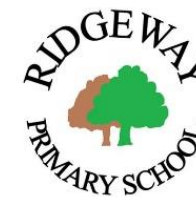
1. Summary information					
School	Ridgeway Primary School and Nursery				
Academic Year	2019/20	Total PP	46	**Total PP Budget**	**£70,444**
Total number of pupils	675	Number of pupils eligible for PP	32 (£42,240)		
		Number of pupils eligible for PPG+	14 (2 Nur) (£28,204.20)	Internal review of this strategy	09/2020

2. Attainment 2018-19	*Pupils eligible for PP (your school)*	*Pupils not eligible for PP (national average)*
% achieving expected standard or above in reading, writing & maths	81%	71%
% making expected progress in reading (as measured in the school)	85%	N/A
% making expected progress in writing (as measured in the school)	81%	N/A
% making expected progress in mathematics (as measured in the school)	85%	N/A

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers *(issues to be addressed in school, such as poor oral language skills)*	
A.	Pupils entitled to PPG have individualised and specific needs
B.	37% of pupils who are entitled to PPG also have SEND
C.	Fewer pupils entitled to PPG make accelerated progress in Reading and Maths, particularly in lower KS2
D.	Many pupils entitled to PPG have social and emotional needs, attachment needs and low-self-esteem
Additional barriers *(including issues which also require action outside school, such as low attendance rates)*	
E.	A small number of pupils have unstable family arrangements which impact on well-being and attendance

4. Intended outcomes *(specific outcomes and how they will be measured)*		Success criteria	Review of overall progress
A.	Whole school teaching and learning approaches enable the needs of individuals to be met.	Barriers to learning for individuals are established early. Gaps in learning are identified. Pupils eligible for PP make expected or better progress.	**Assessment for learning is used effectively across the school to identify pupils' needs. Verbal feedback is used within sessions to address misconceptions. PP children receive regular and targeted feedback from class teachers and TAs. All adults know who the PP children are. Children develop their awareness of themselves as learners through Building Learning Power and Growth Mindset. Reflective practices ensure teaching and learning effectively meets learners needs and practice is constantly reviewed and adapted. Where children require additional support, targeted academic support or wider strategies are put in place quickly to support the child. Progress is tracked through Provision Mapping. Progress data for 2019-20 is not available due to Covid-19.**
B.	PP pupils with SEN have effective plans and programmes of support	PP pupils with SEN make effective progress towards targets.	**PP pupils with SEN have Additional Support Plans (ASP) or Educational Health and Care Plans (EHCP) that set individual targets for each child relevant to their stage of development and next steps. These were reviewed across the year, including during lockdown. For some pupils a specific plan was not needed, a Child Profile is in place to track the child's strengths and areas for**

			development. Progress towards individual targets was positive up to March, but then limited due to Covid-19.
C.	Higher rates of progress in Reading and Maths across KS2. More able pupils are supported to achieve the highest outcomes in Maths.	Pupils eligible for PP make as much progress as 'other' pupils across Key Stage 1 and 2 in Maths and Reading. Pupils identified as more able in Maths are supported to make accelerated progress to reach the higher standard at the end of KS2.	**Due to Covid-19, summative attainment and progress data for 2019-20 is not available.**
D.	Social, emotional, & attachment needs are effectively supported. Pupils develop high aspirations for themselves as learners.	Improved well-being and attitudes to learning for these pupils, leading to improved learning outcomes.	**A range of wider strategies were effectively employed to support pupils' emotional wellbeing and development. Strategies led to improved relationships with adults and peers, greater engagement in classroom learning, a more positive outlook towards school life, better developed understanding of own emotions and strategies to cope, and greater self-awareness. These strategies enabled pupils to engage more effectively in classroom learning.**
E.	Effective support is in place for families	Improved well-being and attendance for these pupils.	**Parents requiring support were effectively targeted by wider strategies, including 1:1 counselling. This had a positive impact on children's home lives and stability. Attendance for PP pupils was broadly similar to that of non-PP pupils, with both groups over 95%.**

5. Review of expenditure

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

1. Teaching

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review and Impact
A. Whole school teaching and learning approaches enable the needs of individuals to be met.	Develop pupils' metacognition, through teaching and learning approaches, BLP and Growth Mindset SDP Priority 2	Developing pupils' metacognitive knowledge of how they learn is an effective way of improving pupil outcomes (EEF Toolkit +7 months progress) Effective metacognitive strategies get learners to think about their own learning more explicitly, and monitor and evaluate their own academic progress.	Use training days to deliver training (BLP, Growth Mindset, Learning Models, Contexts for Learning) Learning models enable children to shape own learning Practices support pupils' own monitoring and evaluation e.g. self-edit, peer editing, thoughts and checking, teacher time BLP explicitly planned for through Contexts for Learning Effective Learning models shared openly with parents (Workshops, Digest)	**Children have a developing awareness of themselves as learners, particularly pupils in KS2. They understand the language of Building Learning Power and Growth Mindset. They are beginning to talk about their own strengths and areas for development as learners. They have an understanding of what helps them as learners. Peer and self-assessment forms a clear role in assessment for learning practices in the classroom.**

A. Whole school teaching and learning approaches enable the needs of individuals to be met.	Embed daily reflective practices SDP Priority 2	A culture of continuous improvement, with a focus feedback and reflection, has high impact on learning outcomes and progress.	Use training days to deliver training. Teacher performance management focussed on daily reflective practices. Year Group Teams to meet daily to reflect: share experience, review learning and adapt planning.	**Daily reflective practices occurring in all year groups. Enhanced pedagogic discussion among practitioners. Daily reflection on outcomes, planning, and teaching approaches leading to refined and enhanced practice. Impact evidenced through children's learning outcomes and quality of feedback given to children.**
A. Whole school teaching and learning approaches enable the needs of individuals to be met.	Ensure all learners receive high quality, verbal feedback	Specific, clear feedback enables pupils to improve their learning specific to the learning goal (EEF Toolkit Feedback +8) Verbal feedback in the session allows pupils to edit and improve learning at the time.	Learning models enable teachers to give effective, immediate feedback (integrated day, rotation) Teachers supported to give effective feedback (training, modelling)	**Effective verbal feedback evidenced through learning walks and observations (HST, Leading Practitioners and Team Leaders). Feedback specific to the learning and success criteria. Use of varied teaching models enables feedback to happen in the session (play, integrated day, rotation)**
			Total budgeted cost	**£51,700**

2. Targeted Academic Support

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review and Impact
B. PP pupils with SEN have effective plans and programmes of support that ensure progress towards targets. C. Higher rates of progress in Reading and Maths across KS2.	To embed specialised Literacy TAs Provide high quality literacy interventions Oracy Project Reading project Group Reading 1:1 Literacy Plans Phonics Group (Y2) Lexia SALT support	Providing 1:1 or small group tuition is effective where the session is well planned, rigorously monitored and carried out by a trained practitioner. (EEF Toolkit+5 months) Targeted support is effective in meeting pupils' needs. Interventions are independently evaluated and have shown to be effective.	Specifically trained Teaching Assistants provide intensive 1:1/small group support to meet identified needs. Provision mapping timetable to ensure staff delivering provision have sufficient preparation and delivery times Interventions tracked and progress monitored through provision mapping.	**Literacy TAs effectively supported interventions across KS1/2. Range of targeted interventions in place for identified children to meet individual need.** **1:1 and group sessions planned across the week.** **Children's progress closely monitored and fed back to teachers.** **Provision map in place to track effectiveness of interventions.** **Impact cannot be fully analysed due to covid-19.**
	Lexia (incl. Lexia breakfast club)	Research-proven program provides explicit, systematic, personalised learning in the five areas of reading instruction. Intervention internally evaluated, and shown to be effective	Literacy TAs ensure pupils access programme during the week in school. Breakfast club to ensure further usage. Progress monitoring through Lexia and Reading Age checks. TA overseeing Lexia provision, tracking access/use, following up with children, liaising with SENCO/AHT.	**Improved reading proficiency, particularly for children in lower year groups (Y2, 3, &4) and where children consistently access Lexia at home.** **Less impact on children in higher year groups, where reading comprehension strategies proved more effective.**

	Number Project	Targeted support to close the gap. Pupils receive greater feedback from the teacher, achieve more sustained engagement in smaller groups, and learning closely matched to learners' needs explains this impact. Progress data evaluated and shown to be effective.	KS2 Teachers supported by Maths Leads to ensure effective delivery. Team Leaders release time to monitor effectiveness of delivery and impact on children.	**Number Project used consistently across KS2. Maths intervention groups in Y2.** **Teacher analysis of impact shows NP supports steady progress and improves confidence in subject.** **Progress data not available, so impact cannot be fully analysed due to covid-19.**
	Maths Interventions	Targeted support to close the gap through 1:1 Plus 1 / Power of 2.	Interventions tracked and progress monitored through provision mapping.	**Maths interventions resulted in improved confidence and progress against individual targets.**
	OT support	Targeted support to close the gap through 1:1 OT plans	Interventions tracked and progress monitored through provision mapping.	**Improved fine motor control for targeted individuals.**
Higher rates of progress in Reading and Maths across KS2.	Book Packs	Focus on extending vocabulary through language & context rich texts, as well as ensuring access to materials to support learning in school and pre-think home learning	Book packs distributed and monitored by AHT.	**Book packs distributed to PP pupils to support learning up to school closure. Impact limited due to school closure.**
			Total budgeted cost	**£25,010**

3. Wider Strategies

Intended outcome	Action	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Review and Impact
D. Social, emotional, & attachment needs are effectively supported.	Zones of Regulation (ZOR)	Social and Emotional Learning interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (EEF Toolkit) Zones of Regulation promoted by Ed Psych service, Croydon SEND team and Virtual Schools.	INSET day training delivered by Learning Zone and SENCO ZOR tools used in every classroom ZOR language used in all behaviour conversations ZOR display in every classroom to support children to articulate feelings and emotions Key children have own Toolbox of strategies	**Zones of Regulation is effectively used throughout the school Children are able to talk about their emotions using ZOR Key children developed and used strategy packs to manage emotions.**
D. Social, emotional, & attachment needs are effectively supported.	Learning Zone	Targeted therapies, interventions, and outreach work support key children with behaviour and social and emotional development. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective. Social and Emotional learning also has proven impact.	Clear & transparent referral/selection process. Sessions planned and evaluated. Learning Zone evaluation completed following interventions. Monitor improvements in behaviour and whether they translate into improved outcomes.	**Provision analysis shows improvements in positive mindset, ability to focus in class, increased rate of reintegration into class following a challenge,**

D. Social, emotional, & attachment needs are effectively supported	LZ breakfast club	Support for selected individuals to ease their transition into the school day, ensure punctual attendance and provide a nutritious breakfast alongside nurture care before school.	LZ TAs allocated to ensure effective running of the club.	**Children attending breakfast club were able to transition positively into class.**
D. Social, emotional, & attachment needs are effectively supported.	Place 2 Be (including Place 2 Talk and 1:1 Parent Counselling)	Mental well-being is critical to enabling pupils to access school life, including learning and the curriculum. Supporting parents through counselling positively impacts on their own and their child's well-being.	Service monitored by Place 2 Be Project Manager. 4 counsellors employed through the service. Counsellors provide reports following work with pupils	**3 PP pupils attended P2B 1:1 counselling with positive impact on social and emotional development with children more able to express and communicate emotions.** **1 PP parent attended Parent Counselling which impacted significantly on emotional wellbeing before and during lockdown.**
D. Social, emotional, & attachment needs are effectively supported.	Forest School	Evidence of Social and Emotional development, including impact on attitudes to learning and social relationships in school. Research shows Forest School impacts on Independence, Social Skills, Communication, Motivation, Physical Development, Knowledge and Understanding.	Dedicated FS Leaders Planned timetable to enable all children from N-Y5 to access provision Whole school progression of skills 6 week blocks planned and provided	**All children from R-Y6 accessed a block of Forest School sessions before lockdown.**

D. Social, emotional, & attachment needs are effectively supported.	Mentoring	Providing a key adult for children with attachment difficulties, offers a sense of permanency and security. (PAC-UK) Increased attachment impacts on pupils ability to learn.	All PPG+ pupils have a mentor, plus additional identified pupils. Training and support for mentors.	**All PP pupils had an allocated mentor. Where mentoring relationships were most effective, children benefitted from continuation of support, trusting relationships, an outlet was provided for worries and concerns, and there was an improvement in the child's general relationships in class, including with adults and peers.**
4. Effective support is in place for families	Supplementing educational trips and visits	Ensure pupils are not further disadvantaged by ensuring they have equal opportunities.	School processes are effectively followed to offer support	**School visits up to lockdown supplemented for key families enabling equal access to opportunities.**
D. Pupils develop high aspirations for themselves as learners.	Pupils are offered leadership opportunities	Leadership opportunities that develop pupil's knowledge and skills to progress towards their aspirations are most effective.	PP pupils in KS2 in a variety of leadership roles: - Lunchtime leaders - Club leaders - Tour guides - Delivering assemblies	**Child led clubs highly effective in developing children's leadership skills, collaboration with peers, mentoring of younger children. Positive impact on general motivation. Assemblies/other opportunities limited by Covid-19.**

D. Effective support is in place for families	Parent Gym	Creates better futures by enhancing the quality of parenting. It helps parents to develop and enhance skills to support their children.	Trained Parent Gym TA 30hrs of sessions provided during the year; 6 weekly workshops delivered over a half term Prioritise parents of PP pupils	**One parent gym course was able to run during Autumn 2019. A further planned course was unable to run due to Covid-19.**
D. Effective support is in place for families	Targeted monitoring of attendance for key children	Improve achievement for identified children ensuring they are attending school and are on time. NfER briefing identifies addressing attendance as a key step.	Assistant Headteacher and office staff (JR) collaborate to ensure provision of standard school processes works smoothly EWO involved promptly and Early Help services accessed where appropriate.	**Attendance of PP was comparative to non PP pre-lockdown:** **PP 95.19%** **Non-PP 95.75% (figures are slightly lower for both groups due to isolating families)**
			Total budgeted cost	**£30,094**
	(* Any additional spending will be allocated from the whole school budget) Total PP spend 2019-20			**£106,804***

Pupil Premim Expenditure 2019-20

3. Wider Strategies £30,094

1. Teaching £51,700

2. Targeted Academic Support £25,010