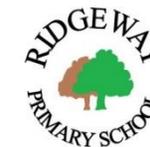


Ridgeway Primary School and Nursery

Pupil Premium Projected Expenditure Report: 2020-21



1. Summary information					
School	Ridgeway Primary School and Nursery				
Academic Year	2020-21	Total PP	46	Total PP Budget	£74,870
Total number of pupils	658	Number of pupils eligible for PP	33 (£44,385)	Date of most recent PP Review	9/2020
Proportion of disadvantaged pupils	6.9%	Number of pupils eligible for PPG+	13 (£30,485)	Date for next internal review of this strategy	9/2021
		Pupil Premium Lead	Dawn Gibbs	Governor Lead	Marcia Buxton

2. Prior attainment 2018-19 (No summative attainment data for 2019-20 due to Covid-19)						
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>		<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>	Progress
% achieving expected standard or above in reading, writing & maths	81%	71%	% achieving higher standard or above in reading, writing & maths	9%	13%	N/A
% achieving expected standard in reading	91%	78%	% achieving higher standard in reading	45%	31%	4.9
% achieving the expected standard in writing	91%	83%	% achieving the higher standard in writing	18	24	1.5
% achieving the expected standard in maths	91%	84%	% achieving the higher standard in maths	9	31	2.1

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Pupils entitled to PPG have individualised and specific needs (28% are LAC or previously LAC)
B.	28% 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 (<i>including issues which also require action outside school, such as low attendance rates</i>)	
E.	A small number of pupils have unstable family arrangements which impact on well-being and attendance

4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Whole school teaching and learning approaches enable the needs of individuals to be met. Carefully selected interventions target individual needs. Barriers to learning for individuals are established early.	Gaps in learning are identified and effective teaching strategies are in place support pupil progress. Pupils eligible for PP make expected or better progress.
B.	PP pupils with SEN have effective plans and programmes of support that ensure progress towards targets.	PP pupils with SEN make effective progress towards individual targets.
C.	Higher rates of progress in Reading and Maths across KS2. Less able pupils receive targeted interventions to accelerate progress. More able pupils are supported to achieve the highest outcomes in Maths.	Pupils eligible for PP make as much progress as non-PP 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.
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.

E.	Effective support is in place for families	Improved well-being and attendance for these pupils.
-----------	--	--

5. Review of expenditure	
Previous Academic Year	See Pupil Premium Grant Report 2019-20 Actual Expenditure Report.

6. Planned expenditure	
Academic year	2020-21
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?	Staff lead	When will you review implementation?
A. Whole school teaching and learning approaches enable the needs of individuals to be met.	Assessment For Learning is used effectively Ensure all learners receive high quality, verbal feedback	AFL practice enables reflection on the learning in progress and ensures learning needs are addressed as they arise. 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) AFL staff training (staff meetings) Teachers supported to give effective feedback (training, modelling)	HST, LPs, Team Leaders	Ongoing informal observations (HST/LPs) HST Lesson Obs (Oct/Feb) Team Leader subject scrutiny (termly)

	<p>Develop pupils' metacognition, through teaching and learning approaches, BLP and Growth Mindset</p>	<p>Developing pupils' metacognitive knowledge of how they learn is an effective way of improving pupil outcomes (EEF Toolkit +7 months progress)</p> <p>Effective metacognitive strategies get learners to think about their own learning more explicitly, and monitor and evaluate their own academic progress.</p>	<p>Staff training to deliver training (BLP, Growth Mindset, Learning Models, Contexts for Learning). Assemblies delivered to raise profile of BLP and Growth Mindset. 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, weekly roundup. BLP explicitly planned for through Contexts for Learning. LPs monitor effectiveness of implementation in their phase.</p>	<p>HST, LPs, Team Leaders</p>	<p>Half Termly (LP meetings, SLT meetings, Teacher mid-year reviews)</p>
	<p>Embed daily reflective practices</p>	<p>A culture of continuous improvement, with a focus feedback and reflection, has high impact on learning outcomes and progress.</p>	<p>Teacher performance management focussed on daily reflective practices. Year Group Teams to meet daily to reflect: share experience, review learning and adapt planning.</p>	<p>HST, LPs</p>	<p>Half Termly (LP meetings, SLT meetings, Teacher mid-year reviews)</p>
	<p>Ensure all learners receive high quality, verbal feedback Assessment</p>	<p>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.</p>	<p>Learning models enable teachers to give effective, immediate feedback (integrated day, rotation)</p> <p>Teachers supported to give effective feedback (training, modelling)</p>	<p>HST, LPs, Team Leaders</p>	<p>Ongoing informal observations (HST/LPs) HST Lesson Obs (Oct/Feb) Team Leader subject scrutiny (termly) Book sharing (weekly)</p>

	TA allocated to each class bubble across the school	TAs will support teaching and learning and offer enhanced opportunities for feedback	TAs allocated to classes based on need (EHCPs) and areas of expertise. CT to work with TA to ensure joined up practice. Leading Practitioner in each Phase to monitor effectiveness of class TA model.	HST, SENCO, SBM	Ongoing review
--	---	--	--	-----------------------	----------------

Total budgeted cost £30,466

2. Targeted Academic Support

Intended outcome	Action	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. PP pupils with SEN have effective plans and programmes of support that ensure progress towards targets.	TA allocated to each class bubble across the school	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)	SEN folders for each class SENCO staff training on interventions/provision mapping Overview guidance for CT/TAs on interventions.	HST, SENCO, SBM	Termly provision mapping analysis Termly data tracking and analysis
B. Higher rates of progress in Reading and Maths across KS2.	Class teachers to plan and timetable interventions to be carried out in class.	Targeted support is effective in meeting pupils' needs. Teachers are best placed to identify children's needs and ensure interventions are appropriate and have most impact. CT can timetable	Class timetable for interventions as part of weekly planning	SENCO, CT, LPs	Leading Practitioners ongoing review of planning

		interventions to ensure key class learning is not missed.			
	Provide specific literacy interventions to meet need: Oracy Project Reading project Group Reading 1:1 Literacy Plans Phonics Group (Y2) Lexia SALT support	Interventions are independently evaluated and have shown to be effective.	Interventions tracked and progress monitored through provision mapping. Specifically trained Teaching Assistants provide support to CTs/TAs delivering interventions.	SENCO, AHT	Termly provision mapping analysis Termly data tracking and analysis
	Lexia	Research-proven program provides explicit, systematic, personalised learning in the five areas of reading instruction. Intervention internally evaluated, and shown to be effective	Parents support child to access independently at home. Usage tracked in school. Progress measured using Lexia and standard reading assessments.	SENCO, AHT	Termly provision mapping analysis Progress on Lexia Termly data tracking and analysis
	Provide specific maths interventions to meet need: Maths Group (KS1) Number Project (KS2)	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.	Teachers supported by Maths Leads to ensure effective delivery. Team Leaders release time to monitor effectiveness of delivery and impact on children.	Maths Leaders	Termly provision mapping analysis Termly data tracking and analysis

		Targeted support to close the gap through 1:1 Plus 1 / Power of 2.	Interventions tracked and progress monitored through provision mapping.		ASP review dates
	OT support	Targeted support to close the gap through 1:1 OT plans	Interventions tracked and progress monitored through provision mapping.	SENCO	Termly provision mapping analysis ASP review dates
B. 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.	AHT	Termly monitoring
A. PP pupils with SEN have effective plans and programmes of support that ensure progress towards targets. B. Higher rates of progress in Reading and Maths across KS2.	1:1 Tuition	Tutoring, when effectively implemented, yields substantial positive impacts on learning outcomes, particularly for pupils from disadvantaged backgrounds. (EEF, NTP Best Tutoring Programme)	Teachers identify children who would benefit from tutoring (small group/1:1) Tutoring models identified, including use of recommended providers through the National Tutoring Partners CTs set clear parameters for tutoring	AHT	Ongoing review following block of tutoring Termly data tracking and analysis Progress towards individual targets
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?	Staff lead	When will you review implementation?
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.	Assemblies delivered to raise profile of ZOR ZOR tools used in every classroom ZOR language used in all behaviour conversations	SENCO, LZ	Termly review
D. Social, emotional, & attachment needs are effectively supported.	Learning Zone Lead Learning Zone HLTA to provide full time pastoral support to children and practitioners.	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. Intervention packs created for CT/TAs to use in class. Learning Zone evaluation completed following interventions. Monitor improvements in behaviour and whether they translate into improved outcomes.	CA	End of intervention evaluations (ongoing) Termly LZ feedback Termly provision mapping analysis
D. Social, emotional, & attachment needs are	Place 2 Be (including Place 2 Talk and 1:1	Mental well-being is critical to enabling pupils to access school life, including learning and the curriculum.	Service monitored by Place 2 Be Project Manager. 4 counsellors employed through the service.	TM	Termly review meetings with HT & SENCO

effectively supported.	Parent Counselling)	Supporting parents through counselling positively impacts on their own and their child's well-being.	Counsellors provide reports following work with pupils		
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. Mentoring carried out by LZ team.	LZ, AHT	Termly provision mapping analysis Annual review through feedback from staff, pupils and parents
E. 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	JR	Ongoing monitoring to ensure that disadvantaged pupils attend trips/visits
	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.	AHT Office (JR) EWO	Ongoing
Total budgeted cost					£23,547
(* Any additional spending will be allocated from the whole school budget) Total anticipated PP spend 2019-20					£79,023*
F. Additional detail					

PUPIL PREMIUM PROJECTED EXPENDITURE 2020-21

