



Pupil Premium Strategy Statement 2020-21 Ryhall CE Academy

Pupil premium funding is a national initiative, launched in 2011, designed to raise attainment for all disadvantaged pupils and to support readiness for life.

‘Closing the attainment gap between disadvantaged children and their peers is the greatest challenge facing English schools. The gap is stubborn because its causes are entrenched and complex, and most lie beyond the control of schools and educators. However, it is clear that schools can make a difference.

In England, the gap has closed in both primary and secondary schools since the introduction of the Pupil Premium, and in every part of the country schools have demonstrated how great teaching and careful planning can make a huge impact on the outcomes of disadvantaged children.’

Education Endowment Foundation – The EEF Guide to Pupil Premium funding

A 3 Tiered approach

At Ryhall CE Academy we have adopted a 3 tiered approach to Pupil Premium spending to focus on strategies which will have the greatest impact:

- 1. Teaching:** Improving the quality of teaching and providing professional development opportunities is at the forefront of our approach. Evidence strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is key to ensuring high quality provision for all.
- 2. Targeted academic support:** We use a variety of one-to-one or small group interventions linked to effective classroom teaching and learning. Evidence consistently demonstrates the positive impact targeted academic support can have.
- 3. Wider strategies:** Providing support in tackling the most significant, non-academic, barriers to success at school is the final, important tier. Such support includes addressing attendance issues and providing behaviour and social and emotional support.



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1. Summary information

School	Ryhall CE Academy				
Academic Year	2020-21	Total PP budget	£38,040	Date of most recent PP Review	July 2019
Total number of pupils on roll	195	Number of pupils eligible for PP	20	Date for next internal review of this strategy	End Feb 2021

2. Current attainment – NO EXTERNAL DATA in 2019-20 due to COVID-19. Figures given below apply to Year 6 in 2018-19

2018-2019 (Cohort 25 pupils inc. 8 PP)	<i>Pupils eligible for PP – school (national average in brackets)</i>	<i>Pupils not eligible for PP – school (national average in brackets)</i>
% achieving in Reading, Writing and Maths	56% (71)	69% (71)
% achieving in Reading	78% (78)	81% (78)
% achieving in Writing	67% (83)	88% (83)
% achieving in Maths	67% (84)	81% (84)
Progress measure in Reading	-1.7	-0.2 (0.3)
Progress measure in Writing	-5.2	-0.8 (0.3)
Progress measure in Maths	-0.8	-0.3 (0.4)

3. Barriers to future attainment (for pupils eligible for PP)

A.	Access to quality CPD to ensure delivery of a re-developed progression-led curriculum model – across both Core and Foundation subjects.
B.	A widening attainment gap between disadvantaged pupils and non-disadvantaged, exacerbated post March (due to Covid-19).
C.	Increased numbers of children requiring intervention (including increased numbers of children in receipt of PP) following partial school closure and continuing during COVID-19 because of missed schooling/remote learning – including conceptual gaps and misconceptions.
D.	Attendance and full participation in the life of the school.
E.	Anxieties particularly around COVID-19 and impact on mental health.

Planned Actions and Expenditure

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

Tier 1: Teaching: To increase the effectiveness of teaching through the provision of quality CPD. (*Addressing barrier A*)

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
Consultant led CPD to develop Quality First Teaching (QFT) knowledge and skills aimed at all career phase teachers and support staff.	<i>Great teaching is the most important lever schools have to improve outcomes for their pupils. (EEF) Focus and consistent approach to delivering Tom Sherrington's 'Rosenshine Principles in Action.'</i>	As outlined in AIP Subject leader (Maths, reading, writing) monitoring and support.	Children make good/better progress from starting points (particularly from baseline data in Sept 2020 following partial school closure) and higher number achieve greater depth at end of KS2. Consistently good standard of QFT seen in all classes.	Supply cover - £120 per day = £1200
Trust-wide CPD in Science, History and Geography, delivered by External Teaching & Learning Consultants, to support Subject Leaders, experienced teachers in KS1 and KS2, along with NQT – impacting on progression-led planning.	<i>Ensuring every teacher is supported and prepared ... is essential to achieving the best outcomes for pupils. Providing opportunities for professional development—for example, to support curriculum planning or focused training on the effective use of technology—is likely to be valuable. (EEF).</i>	Teacher feedback – staff voice Planning documentation Data analysis and moderation in core subjects Subject Leader monitoring	CPD raises standards in teaching and learning for pupils across all subjects including those children in receipt of PP funding. All curriculum planning documentation in place including long term maps allows staff to deliver a curriculum that is progressive throughout positively impacting on pupils' progress.	Supply cover - £70 per half day (morning) = £1400

NQT to receive enhanced CPD to provide specific and focussed support where training opportunities were missed due to Covid-19 – increased in-school mentoring, access to RTSA and PDET-led CPD.	<i>Early career teachers, who may have had opportunities to develop their practice curtailed by school closures, are particularly likely to benefit from additional mentoring and support. (EEF)</i>	Learning Walks, planning and book scrutinies, formal observations, mentoring records, termly assessments for NQT, analysis of data from standardised assessments.	Teacher standards are at least met to positively impact on pupil progress.	Supply Cover: £70 per half day (am) = £700 £60 per half day (pm) = £600 Cost of NQT programme through RTSA =£500
Teaching and support staff to receive training in 'Switched On' reading intervention programme. Training for 'Reading Army' with clear support around phonics and structure of reading development (when COVID-19 restrictions allow) Enhanced Letters & Sounds training (delivered by LA consultant) delivered to all R & KS1 staff.	<i>Read-a-lot children do well at school... the more children read the more they love reading and the quicker their vocabulary grows - irrespective of background.... the most recently trained Read Write Inc. school will always be ahead of the rest in the reading game. (Ruth Miskin, www.ruthmiskin.com, March 2019)</i>	Accelerated Reader/Early Literacy/Phonics tracking. PIRA Standardised assessments analysis – focus on progress using Hodder Scale Scores	More children at age-related standards in reading fluency. Children show increased enjoyment in 'reading for pleasure' (evidenced through certification levels and books read within KS2 Accelerated Reader scheme). Targets achieved in Year 1/2 Phonics Screening Checks (Yr 2 December 2020, Yr 1 June 2021)	Supply cover for English Leads x 4 half days: £280 Accelerated Reader Development training for subject lead x 1PM session: £60 Supply cover for 3 staff x PM session = £180
			Total budgeted cost	£4920
Tier 2: Targeted support: To provide effective intervention strategies, based on gap analyses, which incorporate consistent delivery; high quality feedback to pupils and the effective liaison with class teacher, tutor and pupil. (<i>Addressing Barriers B and C</i>)				
Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
Baseline standardised assessments completed at the start of the year in Reading (PIRA) and Maths (PUMA). Use of MARK (RS) assessment tool to analyse progress being made by group's	<i>Targeted GAP analysis following standardised assessments, is an important tool in delivering accurate Pitch and Expectations of units and lessons, ensuring that pupils have correct starting points in their learning. (Rosenshine)</i>	Termly Standardised Assessments – PIRA/PUMA/GA PS used to identify progress	Teachers have a clear understanding of individual children's academic needs and are able to put timely and targeted intervention in place.	Cost of RS Standardised Assessments: £1800

<p>including those children in receipt of the PP funding.</p> <p>Trust wide used standardised assessments (RM-Hodder) used termly to inform gaps analysis and used to inform planning and individual/group provision.</p>	<p>This is of particular importance this academic year as many pupils missed 'in school' teaching from March 2020 (due to the Covid-19 pandemic and resulting lockdown).</p> <p><i>Assessment can help teachers determine how to most effectively support their pupils. Every pupil will have been affected differently by Covid-19. For example, subject-specific assessments might be used to identify particular areas where pupils have forgotten or misunderstood key concepts, to ensure that new material being covered builds on secure foundations. Standardised assessments in literacy or numeracy might be used to identify pupils who would benefit from additional catch-up support. (EEF)</i></p>	<p>and analyse areas for intervention.</p> <p>Pupil progress meetings with E/M Subject Leads</p>	<p>Children in receipt of PP funding make better than expected progress, closing any gaps in own knowledge and attainment gap with non-PP peers.</p>	<p>Cover for Pupil Progress meetings x 4 PA:</p> <p>£960</p>
<p>Disadvantaged children will be targeted for in-class or out-of-class support. Work inside the classroom may include:</p> <ul style="list-style-type: none"> Additional adult support in lessons Directed Questioning (Rosenshine Principle). Regular 'checking in' with disadvantaged pupils in lesson providing ongoing AfL (Rosenshine) <p>'Out of class' support will see pupils' complete targeted Literacy or Maths activities in addition to their daily lessons – this may be 'same day' intervention or daily wave 2/3 intervention according to analysis of need.</p>	<p>Whilst we feel that Quality First Teaching is the first level of intervention, there is evidence that supports allowing an adult to "...focus exclusively on a small number of learners, usually in a separate classroom or working area..." (EEF).</p> <p><i>There is extensive evidence supporting the impact of high- quality one to one and small group tuition as a catch-up strategy. (EEF)</i></p>	<p>Learning Walks & observations</p> <p>Analysis of data (including small steps progress shown through provision mapping outcomes - Edukey)</p>	<p>Pupil Premium pupils all make expected or better progress, closing the attainment gap with their peers.</p> <p>Disadvantaged pupils are receive focussed support during monitoring</p>	<p>Support Staff costs: £18,000</p>
Total budgeted cost				£20,760

Tier 3: Wider Strategies: To address non-academic barriers of attendance, participation, social anxieties (due to COVID-19) and mental health and wellbeing (primarily COVID-19) (Addressing Barriers D and E)

Key Actions	Rationale / Evidence for proposed actions	Monitoring	Success Criteria	Cost
All staff have training delivered by Partners in Psychology in the DfE WER training to further understand children's mental health and needs particularly in relation to COVID-19.	<i>The nationally-developed training programme recognises that teachers and other school and college staff may need additional support to be able to understand the range of reactions young people may have as they return to the classroom and get back on track. It will help give them the confidence to support pupils, their parents, carers and their own colleagues, and know how and where to access appropriate specialist support where needed. (Gov.uk)</i>	Staff voice – return surveys	Children's self-esteem and confidence impacts on improved academic progress.	Supply Costs x 2hrs – 4 members of staff requiring cover: £240
Training for identified members of staff in Mental Health First Aid (MHFA England) and subsequent implementation of programmes targeted at identified pupils including all PP pupils (including 1-2-1 mentoring).	<i>Until children's self-esteem and confidence is developed, they are unlikely to make improved academic progress. EEF evaluated 'Social and Emotional Learning' as moderate impact (+4 months)</i>	Mentoring logs evidence positive impact in pupils' wellbeing	Targeted pupils show positive developments in mental health and wellbeing – leading to increased engagement and attainment in all aspects of learning.	No cost for training – funded through Lottery (Resilient Rutland) Support Staff costs to implement programme: £140 pw x 38 = £5320
Training for identified staff in specific strategies to support improved mental health and wellbeing e.g. Draw & Talk, Lego Therapy, with increased provision of resources		Boxall Profiling – pre/post intervention	Positive engagement of parents of children with whom MHFA works – home strategies mirror those in school.	D&T: £300 Lego Therapy: lottery funded through Resilient Rutland
Provision of Breakfast Club for identified PP children for whom attendance is a concern.	Some disadvantaged pupils having concern regarding attendance which needs addressing.	Attendance monitoring Pupil Voice	The attendance of the targeted children is brought closer in line with the rest of the school cohort. The attitude of these targeted pupils towards school, measured through the pupil voice, has clearly improved.	£875 (based on £1.50 cost per session)
All PP Pupils continue to have access to uniform support costs, 50% support to	<i>Meaningful experiences and contexts enhance the broad and balanced curriculum.</i>	Attendance registers for	All PP pupils show an increased attendance and	Uniform: £575

Music Tuition (and hiring costs of any instruments), no-cost extra-curricular provision and at least 50% towards the cost of trips (including Year 5 residential).	<i>These opportunities may also contribute towards “non-academic outcomes, such as improving pupils’ mental health.” (DFE, www.gov.uk, 2019)</i>	clubs, music tuition Pupil Voice – as part of 1-2-1 mentoring	participation, positively impacting on good mental health and general wellbeing.	Music Tuition: £1600 Extra-Curricular: £900 Trips/Residential: £1000
			Total budgeted cost	£10,810
			Overall Cost	£36,135

Review of expenditure				
Previous Academic Year		2019-20 (school closure from 20.3.2020 with only partial opening for some children)		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Disadvantaged and pupil premium pupils make as much progress as other pupils within the school.	Staff specific CPD (as outlined in the plan) Continue to provide additional TA support in the classes with concentration of PP needs.	In all year groups, except where attendance to 20.3.2020 was an identified concern, progress of disadvantaged pupils was at least expected and in many cases (particularly Year 4 & 5) better than expected across all areas of RWM. The TA directly working with Year 6 pupils was unable to attend school for a large majority of the year which could have negatively impacted on pupils' progress – however, the shared teachers, used PPA time and before/after school provision to provide intervention for targeted needs.	Where additional adult support was available to provide bespoke interventions, and where these adults were included in Trust and school led CPD focussing on progression and QFT, all children made good or better progress (to the point of the national lockdown). In the year 2020-21, all support staff will be included in appropriate training (rather than dissemination). CPD, to raise standards of Teaching & Learning, will remain a focus for next year for all members of teaching staff.	See below

ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Increasing the number of prior higher attaining disadvantaged pupils reaching 'greater depth' across the core curriculum. Prior higher attaining PP pupils achieve higher rates of progress.	<p>Maintain provision for teacher / HLTA support for small group targeted work in Literacy and Maths</p> <p>Whole school standardised assessments used to identify areas for development and give core standard of attainment and progress.</p> <p>Year 6 greater depth intervention to ensure these children are not falling behind, led by a qualified teacher.</p>	<p>Unable to maintain provision in KS2 due to staff absence – unable to replace due to additional funding required. However, where this was possible, expected impact on progress was evidenced through standardised assessments (including meeting Hodder Scale score targets for those with lower prior attainment).</p> <p>Where there was evidence of a deeper understanding of QFT in practice (as a result of focused CPD, shared teaching and lesson studies), together with a revised Maths Mastery approach using White Rose Maths, evidence to March 2020 (through PIRA/PUMA assessments – as well as teacher assessments), showed that more children including PP children) were making progress towards achieving higher standards.</p>	<p>QFT aligned to Rosenshine principles continues to be a focus of whole school improvement and CPD planned accordingly.</p> <p>Revision of teaching of literacy to focus on impact of writing quality required – school using 3-phase Literacy teaching sequence.</p>	See below
Improve outcomes for disadvantaged pupils in Reading fluency to be at least in line with their peers.	<p>Intervention groups with Class Teacher / TA / HLTA aimed at boosting progress.</p> <p>Implement 'Switch On' reading programme.</p> <p>All disadvantaged children to have the opportunity to read to/with an adult on a daily basis Training provided for 'Reading Army' with clear support around phonics and structure of reading development.</p> <p>Daily Reading for pleasure (whole class book) – listening to an adult read in all classes at the end of each day.</p>	<p>Provision mapping outcomes evidenced at least expected progress in most provisions. Where this was not evidenced, impacts were cut short due to the pandemic. PP pupils were on track to meet targets in core subjects. Switched On reading training not accessed due to this being planned for the summer term.</p> <p>An increasing number of volunteers were being brought in to the school with training started as the school was closed due to COVID-19.</p> <p>The Accelerated Reader programme took a significant amount of time to set up – Sept to Dec - (with support from two volunteers) and was not utilised sufficiently prior to the lockdown to determine positive impact.</p> <p>Identified pupils, not limited to disadvantaged children, worked with identified member of staff to address any specific needs (including cognitive, emotional or behavioural).</p>	<p>Need to continue focus on improving reading fluency to ensure that all pupils (including PP pupils) are able to read at age related standards.</p> <p>PP pupils in particular need to have opportunities in school on a daily basis to be heard and supported with reading as well as further increasing vocabulary development and analysing text (using VIPERS approach).</p> <p>Whole school focus on vocabulary development to be continued and further developed – impacting on all aspects of literacy.</p>	See below

Ensure that provision mapping meets the needs of all groups of pupils	Teacher and Teaching Assistant training on supporting pupils with SEND and Pupil Premium catch up, including through provision mapping, Embedding Edukey as a tool to measure the impact of interventions.	All TAs received training in Precision Teaching as an alternative intervention approach – added to a bank of bespoke interventions. The renewed focus on provision mapping (and timetable of dedicated time), gave increased understanding of individual pupil's needs through discussion and analysis (between teaching and teaching support staff). Using Edukey, impact of provisions now able to be identified and analysed in line with standardised assessments.	<p>Well targeted and incisive interventions/support will continue to focus on PP pupils along with those who require 'catch-up' intervention. Children will be identified following data analysis termly.</p> <p>Importance of phonics in the EYFS/KS1 curriculum is in place. As a result of updated CPD, further plans to ensure effective intervention is in place. (For children in KS2 – bespoke and individualised support is planned for)</p> <p>Our teachers and leaders collect, analyse and use data successfully to identify pupils' learning needs and review progress regularly.</p>	See below
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iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
Further develop independence and resilience of all pupils so that those who are disadvantaged have a developed growth mindset and increased self-belief and self-esteem.	<p>#ME programme for all KS2 places to be fully embedded with reviews at the end of each half term.</p> <p>Further development of verbal feedback strategies (in line with revised policy) in order to increase independence.</p> <p>Year 6 mentoring programme in place for all pupils from January to June.</p> <p>Implementation of Boxall profiling for all Year 6 pupils as well as all other disadvantaged pupils.</p> <p>To continue to support the provision of a Pupil Premium Champion: a dedicated TA who is trained in pastoral support. Training opportunities for dedicated TA provided to upskill in approaches to well-being, counselling and emotional literacy.</p>	<p>Due to the pandemic lockdown, judging the impact of this targeted support is difficult.</p> <p>At the start of the year we collectively reviewed the AFL strategies (which had been partially implemented in the previous year's summer term) – with revisions to our assessment and feedback strategies. Initial pupil voice evidenced positive responses to same day feedback and intervention.</p> <p>As programmes in their 2nd year (with Year 1 being trialled with selected pupils) for whole cohorts, these had been further developed and enhanced, particularly in relation to time allocations to ensure that pupils had the necessary 1-2-1 time to reflect on learning and progress, understanding and identifying individual targets.</p> <p>Mentoring (1-2-1) for either Year 6 or PP children evidenced high levels of engagement, an increase in positivity and 'can do' attitudes with a clearer understanding of individual pupil's needs to ensure</p>	<p>Providing high-quality feedback to pupils is integral to effective teaching. EEF toolkit suggest that the provision of high quality feedback can lead to an average of 8 additional months progress over the course of a year. This will continue to be a focus and take priority within our AFL strategies.</p> <p>Whilst 1-2-1 mentoring is a costly programme, particularly where this includes Senior members of staff, evidence shows that greatest progress was evidenced during this period.</p>	See below
An increasing number of disadvantaged pupils access the wider curricular offer including clubs and after school activities.	Ensure all parents know how to access PPF for extra-curricular provision.	PP funding offered to parents to subsidise extra-curricular activity including after school/before school provision – this was being utilised by 6 PP children up to the time of lockdown.	Need to further promote this and understand possible interests of PP pupils to further add to/revise current offer (which all children will benefit from).	See below
Increase parental engagement of PP children to positively impact on learning, aspirations, independence and attendance.	<p>HT and Subject Leads to deliver workshops based around both parent and school needs.</p> <p>Identify opportunities to engage with PP parents.</p>	<p>Whilst many of the workshops/opportunities for parents were scheduled for the Spring/Summer terms, there was little positive impact for identified PP children in the period up to the national lockdown.</p> <p>The number of pupils overall with attendance below 95% has been reduced allowing access to QFT and targeted support/extra-curricular opportunities in place. There are still 3 PP children (one with additional needs) whose attendance continues to fall below this.</p>	<p>'Harder-to-reach' PP parents/carers did not engage in workshops provided and this needs to be re-considered with alternative strategies.</p> <p>Supportive attendance plans to be put in place and regularly reviewed with parent/carer and pupil.</p>	See below

Costs associated with 2019-20:

Teaching Staff	£3908
Teaching Support Staff	£16877
Uniform Contributions	£136
Trips/Residential	£159
Resources	£96
CPD	£1050
TOTAL COSTS	£22,302
Carry Forward	£14,182