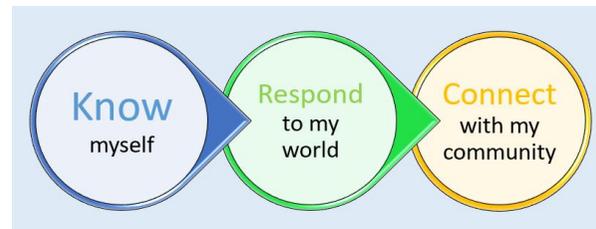


Pupil Premium 2020-21 strategy (including ever6)

At Raysfield, we have an unwavering pledge to ensure all our pupils become confident learners, who have an intrinsic motivation to succeed and attain well. We are committed to our curriculum vision and these imperatives influence all we do:



FUNDING ALLOCATION FOR ACADEMIC YEAR 2020-21 £57,383

Assessment data JULY 2019 (last recorded data against national tests due to COVID)

| INFANT SITE | | JUNIOR SITE | |
|----------------------------|-------------------------------|---------------------------|--------|
| Percentage Pupil Premium: | 3% | Percentage Pupil Premium: | 15% |
| Funding allocation: | £6600 | Funding allocation: | £46620 |
| End of EYFS | PP pupils Raysfield (1 pupil) | National for all pupils | Gap |
| %Good Level of Development | 100% | 72% | +28 |
| PHONICS | PP pupils Raysfield (1 pupil) | National for all pupils | Gap |
| % year 1 phonic pass | 100% | 82% | +18 |

| Key Stage 1 outcomes | PP pupils Raysfield (3 pupils) | National for all pupils | Gap |
|-------------------------|--------------------------------|-------------------------|-----|
| Reading | 100% | 75% | +25 |
| Writing | 66% | 69% | -3 |
| Maths | 100% | 76% | +24 |
| Reading, Writing, Maths | 66% | 65% | +1 |
| Key Stage 2 outcomes | PP pupils Raysfield (5 pupils) | National for all pupils | Gap |
| Reading | 100% | 73% | +27 |
| GPS | 100% | 78% | +22 |

| | | | |
|-------------------------|-------|--|-----|
| Writing | 60% | 78% | -18 |
| Maths | 80% | 76% | +4 |
| Reading, Writing, Maths | 60% | 65% | -5 |
| Progress data | | Average scaled score 106.7↑ / -1.3↑ | |
| Reading | 0.03 | | |
| Writing | -5.62 | | |
| Maths | -2.65 | | |

3 Year Strategy Outcomes (2019-22)

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|------------------|--|
| Outcome 1 | <i>Pupils have positive and established behaviours for learning in order to solve problems, apply resilience to learning tasks, be motivated and have confidence in their own ability to succeed.</i> |
| Outcome 2 | <i>Pupils make positive progress measures in all three core areas (reading, writing, maths)</i> |
| Outcome 3 | <i>Those eligible for the Pupil Premium fund and FSM consistently achieve 97% attendance.</i> |
| Outcome 4 | <i>By the end of KS2, 90% (or better) pupils achieve the expected standard (or better) in reading, writing and maths. By the end of KS1, 90% (or better) pupils achieve the expected standard (or better) in reading, writing and maths.</i> |

| Outcome 1 | <i>Pupils have positive and established behaviours for learning in order to solve problems, apply resilience to learning tasks, be motivated and have confidence in their own ability to succeed.</i> | | |
|---|--|--|--|
| Identified barriers. WE NEED: | Strategy to address barrier | Pupil Premium spend | Anticipated impact |
| Pupils who know themselves as learners and the skills involved in learning something new. | Continuous professional development for a deeper understanding of inclusive pedagogy. <ul style="list-style-type: none"> - EEF Metacognition research - PBL approach to develop core learning skills | Release time for leaders to develop, evaluate and plan CPD £300 | Confident learners who have an intrinsic motivation to succeed and attain well. Young people who can identify skills related to learning, articulate what they need to do next to improve/ |
| | - Develop Raysfield's 21 st Century skills | | |
| All staff to have a consistent approach to responding to pupil behaviour. | To develop a new Relationship Policy with explicitly clear and shared language. | £400 | Children receive a consistent response from all staff. |

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| | Emotional training for Teaching Assistants from Matthew Hemson | | |
| Nurture facility | Nurture space will provide: <ul style="list-style-type: none"> - Daily check in for breakfast - A range of interventions i.e. zones of intervention, therapeutic services - Lunchtime support - Sandbox Therapy | £740 (breakfast provision) £1900 (lunchtime support) £490 | Calm start to the school day, where pupils are ready to learn. Services to support identified vulnerabilities. |
| Pupils to enjoy enrichment experiences | School trips | £1500 | Provide experiences which will enrich learning. |
| Positive lunchtime experiences | Lunchtime training for staff Consumables for lunchtime | £500 (overtime for training) £500 | |

| Outcome 2 | | <i>Pupils make positive progress measures in all three core areas (reading, writing, maths)</i> | |
|---|---|--|--|
| Identified barrier WE NEED: | Strategy to address barrier | Cost | Anticipated impact |
| An effective assessment system to enable teachers to identify next steps in learning. | Writing moderation and the development of exemplification material to support staff to assess writing accurately | £1694 | Teachers will plan writing opportunities with confidence that their lessons will be meeting the learners' needs. |
| Inclusion release time | Effective MER systems are put in place to monitor the attainment and progress of every vulnerable child through a virtual class model. Pupil progress meetings are held regularly to hold colleagues to account and support them to identify barriers and next steps | £32,894 (Inclusion Lead release time x 3 days per week) | Those eligible for the funding remain on track to meet expected standards or better. Inclusion Lead holds teachers to account on provision and supports teachers with next steps in learning. |

| Outcome 3 | | <i>Those eligible for the Pupil Premium fund and FSM consistently achieve 97% attendance.</i> | |
|---------------------------------------|---|---|---|
| Identified barrier WE NEED: | Strategy to address barrier | Cost | Anticipated impact |
| Family Link Worker | <ul style="list-style-type: none"> - Early Help support provided to parents - Nurture support given to children - Therapeutic services offered to children | (Cost mainly covered with EHCP top slice) contribution | Parents who need help know where they can receive non-judgemental support from our school |
| An effective attendance policy. | A new attendance policy is applied with rigour. Staff are trained in the new system and everybody is committed to supporting the policy. | £1500 | Attendance for FSM is 97% on both infant and junior site. |

| Outcome 4 | | <i>By the end of KS2, 90% (or better) pupils achieve the expected standard (or better) in reading, writing and maths. By the end of KS1, 90% (or better) pupils achieve the expected standard (or better) in reading, writing and maths.</i> | |
|---|--|--|---|
| Identified barrier WE NEED: | Strategy to address barrier | Cost | Anticipated impact |
| High quality teacher intervention groups | Additional time prioritised for pre-teaching or consolidation. | Minimal resourced £2012 | <ul style="list-style-type: none"> - Positive pupil/teacher working relationship. - Improved confidence with new concepts. - Pre-teach will allow pupils to maximise time in lessons to move to deeper learning opportunities. |
| Teachers need to be enabled to reflect upon practices 'in the moment', change, and flex their approaches in | To invest time and money into purchasing resources to support a comprehensive CPD programme, where the foundation is routed in a self-improving model. | £2060 £1084 | <ul style="list-style-type: none"> - Improved Teacher self-evaluation systems to enable an self-improving school model. |

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| response to children's needs. | <ul style="list-style-type: none"> - IRIS - WalkThrus | | |
| A system for reading which matches ability to text. | All teaching staff are provided with half a day to assess their children using the Benchmark system | £950 | Pupils read appropriately challenging material, which maintains reading enjoyment and extends vocabulary. Teachers' reading lessons are well-informed to enable the pitch and match to be increasingly accurate. |
| High quality books to be accurately matched to pupils' reading needs. | An enticing library, which inspires the love of reading, supports pupils to challenge and extend reading skills. | £5000 | Pupils are able to read for pleasure, recommend books to peers and apply reading skills across the curriculum with confidence. |
| Laptops to enable the children to engage in technology lessons and use the resource for research. | To provide a motivational tools such as IT equipment to engage learners in their curriculum. (research showed Boys were more motivated to write when using a laptop) | £5000 | The Raysfield curriculum is well resourced to inspire and motivate learners. |
| TOTAL | | £58,524 | |