

# Ropery Walk Primary School Pupil Premium Strategy Statement 2020- 2021

## School Overview

Number of pupils in school (inc) Nursery)	261
Proportion of disadvantaged pupils (inc) Nursery)	35%
Pupil premium allocation this academic year	£119,550
Academic year or years covered by statement	20 -21
Publish date	June 21
Review date	September 21
Statement authorised by	
Pupil premium lead	A. Bell
Governor lead	V. Barnes

## Rationale

At Ropery Walk Primary School, we believe that teaching and learning opportunities should meet the needs of all pupils. We strive to ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and support is put in place. Our work with Pupil Premium children is aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers and diminish the difference between Pupil Premium and non Pupil Premium children.

## Funding (per eligible pupil)

	<b>2020 - 2021</b>
<b>Early Years Pupil Premium</b>	£0.53 / hour
<b>Pupil Premium Reception – Y6</b>	£1,345
<b>Pupil Premium Y7 – Y11</b>	£955
<b>*Pupil Premium + Looked after children (LAC)</b>	£1,700
<b>Pupil Premium + Post Looked after children (PLAC)</b>	£2,345

\*Please note that schools are eligible to receive £2,345 for LAC. However, all Local Authorities retain a sum of money from the funding to enable support for LAC to be funded. Durham Local Authority currently retains £645/ pupil.

### **Early years Pupil Premium funding**

Pupils eligible for Early Years funding	
Number of eligible boys	
Number of eligible girls	
<b>Total funding allocation</b>	

### **Reception to Year 6 Pupil Premium/ Pupil Premium + funding**

Pupils eligible for PP funding	83
Number of eligible boys	
Number of eligible girls	
Number of looked/ Post looked after pupils	1
<b>Total funding allocation</b>	£119,550

## Pupil attainment 2019

<b>Reception class</b> pupils disadvantaged pupils	School all pupils	School FSM pupils	National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils		
<b>GLD</b>	75%	38%	<b>-19%</b>	<b>-37%</b>		
	All pupils school	School disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils		
<b>Phonics</b>	<b>85%</b>	<b>63%</b>	<b>-13%</b>	<b>22%</b>		
<b>Key stage 1</b> pupils disadvantaged pupils	All pupils school	School disadvantaged pupils	Expected standard		Greater depth standard	
			National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
<b>Reading</b>	<b>74%</b>	<b>60%</b>	<b>-16%</b>	<b>-18%</b>	<b>-14%</b>	<b>-21%</b>
<b>Writing</b>	<b>71%</b>	<b>60%</b>	<b>-18%</b>	<b>-13%</b>	<b>-10%</b>	<b>-17%</b>
<b>Maths</b>	<b>79%</b>	<b>60%</b>	<b>-16%</b>	<b>-19%</b>	<b>-12%</b>	<b>-11%</b>
<b>Key stage 2</b> pupils disadvantaged pupils	All pupils school	School disadvantaged pupils	Expected standard		Higher standard	
			National difference between outcomes for disadvantaged pupils and non- disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils	National difference between outcomes for disadvantaged pupils and non-disadvantaged pupils	Difference between outcomes for school disadvantaged pupils and national outcomes for non-disadvantaged pupils
<b>Reading</b>	<b>75%</b>	<b>58%</b>	<b>-16%</b>	<b>-20%</b>	<b>-14%</b>	<b>-14%</b>

Writing	82%	67%	-15%	-16%	-13%	-16%
Maths	86%	75%	-17%	-9%	-16%	+1%
Reading, writing & Maths combined	71%	50%	-20%	-21%	-8%	-5%

### Pupil progress scores for 2019

	School all pupils	School disadvantaged	National non-disadvantaged
Reading	1.28	0.24	0.3
Writing	1.71	0.32	0.3
Maths	2.97	1.92	0.3

### Barriers to future attainment

	Barrier	Desired outcome
Teaching priorities	A Disadvantaged children may have less general knowledge, vocabulary and experiences which may make it difficult for them to acquire more knowledge or access books and curriculum.	Broad and balanced curriculum with clear sequence of learning and progression in knowledge and skills ensures that all children have valuable subject specific knowledge. This can help those students who may otherwise not have a high cultural capital and, in doing so, help reduce social inequalities.
	B	
	C	
	D	
Targeted academic support	E During lockdown, lack of engagement led to large gaps between advantaged and disadvantaged children in Y1.	Extra teacher in Y1 will ensure that some of the gaps are closed and that all children will make effective progress from their starting points.
	F During lockdown, lack of engagement led to large gaps between advantaged and disadvantaged children in Y6	Extra teacher in Y6 will ensure that some of the gaps are closed and that all children will make effective progress from their starting points.
	G	
	H	

Wider strategies	I	Emotional and social challenges can interfere with learning.	P2B service in school will mean SMEH needs are effectively supported with improved well being
	J	Gaps between attendance of advantaged and disadvantaged children. Some disadvantage children have lower attendance rate than the majority of advantaged children.	Use of EWO 1 x day per week will help ensure gaps are closed. Disadvantaged children have good attendance in school.
	K		
	L		

**Teaching priorities for current academic year** i.e. Professional development, recruitment and retention, support for early career teachers

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
Subject leaders of foundation curriculum are not impacting on their subject across the whole school.	CPD from LA means subject leaders clear about how to impact on their subject. This will ensure that there is a clear sequence of learning and progression in knowledge and skills which ensures that all children have valuable subject	Education Endowment Fund Teaching and Learning Toolkit: CPD for staff	£1317		Angela Bell LA	<b>Summer</b>  Training was delayed until Summer term due to 2 <sup>nd</sup> lockdown.  Training took place and subject leaders now clear about how they can impact on their subject across school.

	specific knowledge.					
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**Targeted academic support** i.e. Structured interventions, small group tuition, 1:1 support

Barrier	Desired outcome	Evidence source	Cost	Baseline data				Person responsible	Impact/ evaluation (autumn, spring, summer)																																														
				Subject	Well below	below	expected																																																
During lockdown, lack of engagement led to large gaps between advantaged and disadvantaged children in Y1.	Extra teacher in Y1 will ensure that some of the gaps are closed and that all children will make effective progress from their starting points.	Education Endowment Fund Teaching and Learning Toolkit:  Small group tuition (+4) Feedback (+8) Reducing class size (+3)	£49,778 (teacher wages plus on costs)	Maths	56	44	0	Angela Bell Maria Devlin	<b>Autumn</b> Standardised tests in December 2020 <table border="1"> <thead> <tr> <th>Subject</th> <th>PP expected</th> <th>Not PP expected</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>87</td> <td>82</td> </tr> <tr> <td>Reading</td> <td>100</td> <td>73</td> </tr> </tbody> </table> <b>Spring</b> 2 <sup>nd</sup> lockdown Baseline March 2021 <table border="1"> <thead> <tr> <th>Subject</th> <th>PP expected</th> <th>Not PP expected</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>33</td> <td>86</td> </tr> <tr> <td>Reading</td> <td>11</td> <td>36</td> </tr> </tbody> </table> <b>Summer</b> <b>July 2021</b> <table border="1"> <thead> <tr> <th>Subject</th> <th>PP expected</th> <th>Not PP expected</th> </tr> </thead> <tbody> <tr> <td>Maths</td> <td>70</td> <td>86</td> </tr> <tr> <td>Reading</td> <td>60</td> <td>71</td> </tr> <tr> <td>GaPS</td> <td>30</td> <td>67</td> </tr> </tbody> </table> Data shows that pupils working in Y1 in 2020-21 had a significant mid-year dip in progress due to the lockdown. We were able to narrow some of the gaps this caused. The following shows the children at or above age related expectations: <table border="1"> <thead> <tr> <th></th> <th>Aut 20</th> <th>Spr21</th> <th>Sum21</th> </tr> </thead> <tbody> <tr> <td>Read</td> <td>79%</td> <td>24%</td> <td>66%</td> </tr> <tr> <td>Maths</td> <td>83%</td> <td>38%</td> <td>80%</td> </tr> <tr> <td>GaPs</td> <td>55%</td> <td>28%</td> <td>54%</td> </tr> </tbody> </table>	Subject	PP expected	Not PP expected	Maths	87	82	Reading	100	73	Subject	PP expected	Not PP expected	Maths	33	86	Reading	11	36	Subject	PP expected	Not PP expected	Maths	70	86	Reading	60	71	GaPS	30	67		Aut 20	Spr21	Sum21	Read	79%	24%	66%	Maths	83%	38%	80%	GaPs	55%	28%	54%
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						Reading was the biggest issue due to patchy uptake of home learning in Year 1. We focussed intensively on reading when the children returned to school. We were able to get 90% of the children in Year 1 to reach the expected standard for their Phonics Assessment by December 2021.																																																
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						<p>We were able to narrow the gaps so that PP children were in-line or better than Non PP children in some areas. Engagement in reading over the lockdown period significantly declined. However, with intervention in place when the children returned, data shows there is no significant difference between PP and Non PP.</p>
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**Wider strategies** i.e. Behaviour approaches, breakfast clubs, increasing attendance

Barrier	Desired outcome	Evidence source	Cost	Baseline data	Person responsible	Impact/ evaluation (autumn, spring, summer)
<p>Lockdown has been particularly difficult for our more disadvantaged children. They were the first to isolate before the first national lockdown and have been least likely to engage in learning or come back into school as not</p>	<p>Place 2 Be counselling service helps children to feel comfortable and safe in school and to be able to express themselves safely in a therapeutic play environment.</p>	<p>Education Endowment Fund Teaching and Learning Toolkit: Social and emotional learning. (+4)</p>	<p>£31,027</p>		<p>Angela Bell Place 2 Be</p>	<p>Place 2 Talk - 43 children have been seen and 65 sessions were held One-to-One counselling – 11 children were seen and 141 sessions were held</p> <p>1:1 counselling session 7 children in receipt of PP 1 child LAC 2 children subject to CP plan 3 children with SEND</p> <p>67% of children have improved mental health according to teachers</p>

'key worker' children.						75% of children have improved mental health according to their parents
Lockdown has been particularly difficult for our more disadvantaged children. They were the first to isolate before the first national lockdown and have been least likely to engage in learning or come back into school as not 'key worker' children.	Support from EWO will ensure attendance improves for disadvantaged pupils.	Education Endowment Fund Teaching and Learning Toolkit: Parental engagement (+3)	£6480.96	Only 2.16% of children in receipt of Pupil Premium returned to school in the summer term.	Angela Bell Philippa Lythgoe	<p><b>Autumn</b> PP – 95.66% NPP – 97.95%</p> <p><b>Spring</b> 2<sup>nd</sup> Lockdown</p> <p><b>Summer</b> The use of the C code (school authorised absence) for children who are vulnerable (SEN or SW involvement) has led to PP group being particularly affected. These children were supposed to attend school during lockdown but many parents did not want this.</p> <p>PP – 94.01% (started term at 92.96%) NPP – 97.3% (started term at 97.45%)</p>
<b>Total Spent</b>			<b>£138380</b>			

### Additional funding supporting provision

Funding from school budget also supports these areas.

### Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors involved: Vicky Barnes

**Committee meeting dates**

**Autumn:**

**Spring:**

**Summer:**

**Autumn summary**

**Spring summary**

**Summer summary**