

## Pupil premium strategy statement Ranelagh Primary School

### 1. Summary information

School	Ranelagh primary School				
Academic Year	2020-2021	Total PP budget	196,370	Date of most recent PP Review	April 2021
Total number of pupils	(1-6 = 326)	Number of pupils eligible for PP	146 ( not including EYFS FSM)	Date for next internal review of this strategy	July 2021

Many of the targets will continue from 2019-2020 into 2020-2021, the money allocated last year was spent on ensuring that children who are disadvantaged had resources at home to support their learning.

### 2. Current attainment 2018- 2019 (2018-2019)

End of Year 6				End Of Year 2			
<b>Reaching expected standard KS2</b>	<b>Pupil premium Expected</b>	<b>Non pupil premium Expected</b>	<b>Pupil premium Exceeding</b>	<b>Standard KS1</b>	<b>Pupil premium Expected</b>	<b>Non pupil premium Expected</b>	<b>Pupil premium Exceeding</b>
<b>COMBINED</b>	77%	82%	13%	<b>COMBINED</b>	94%	81%	33%
<b>Reading</b>	84%	79%	39%	<b>Reading</b>	89%	85%	44%
<b>Writing</b>	81%	82%	20%	<b>Writing</b>	90%	79%	33%
<b>Maths</b>	87%	86%	19%	<b>Maths</b>	90%	82%	33%
<b>Science</b>	80%	91% all		<b>Science</b>	94%	86%all	
4 pupil premium children were unable to access the test							
<b>Scaled Score KS2</b>	<b>Pupil premium</b>	<b>All</b>					
<b>Reading</b>	109		109				
<b>Maths</b>	107		108				
<b>SPaG</b>	110		112				

**Barriers to future attainment (for pupils eligible for PP, including high ability)**

In-school barriers

A.	Ensuring Higher attainers develop at greater depth and convert and children who have not reached end of Year 2 standard reach end of year 6 standard
B.	Parents understanding of the standards of learning.
C.	Limited real life experiences

External barriers *(issues which also require action outside school, such as low attendance rates)*

D.	Housing issues: overcrowding, risk of eviction, temporary arrangements
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3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Maintain Focus on social, emotional and behaviour</p> <ul style="list-style-type: none"> <li>Classroom teaching practice</li> <li>Adaptation to the curriculum</li> <li>Head start- building resilience</li> </ul>	<p>Children feel happier and resilient to the anxieties of their time Social and behavioural barriers to learning and progress broken down. 100% Children make at least good progress. At least 20% of children make at outstanding progress. Children talk positively about school</p>
B.	<p><i>Maintain attainment of higher attainers PP in Reading, writing, maths and Science Focus on learning in the curriculum</i></p> <ul style="list-style-type: none"> <li>Maths and English intervention</li> <li>Science progress for middle attainers</li> <li>Independent learning</li> </ul> <p><i>Children who did not reach expected standard at end of KS2 , reach expected standard at Year 6</i></p> <ul style="list-style-type: none"> <li>Track children</li> <li>Intervention</li> <li>Develop strategies from teacher's research</li> </ul>	<p>Children with lower starting point make better progress. Children's gaps in learning closed. Closely monitor the children who are underachieving and add intervention. 90% of Year 1,2,3,5 children expected to reach reading standard by end of year. 90% of Year1,2,3and 5 to reach writing standards 100% of children expected of progress form KS1 to KS2 100% of pupil premium children achieved year group standards in reading, writing and maths Standards are raised in Science for all children with 100% of middle attainers to reach expected year standards. 100% of high attainers continue to exceed end of year standards through depth of understanding.</p>
C.	<p>Maintain enrichment in the curriculum A curriculum based on cultural and social value</p>	<p>Provide engagement and experiences for children in order to access learning and deepen understanding.</p>
D.	<p>Focus on families and community</p> <ul style="list-style-type: none"> <li>Home Support</li> <li>Wrap around care throughout holidays</li> <li>Home learning support</li> </ul>	<p>Social and behavioural barriers to learning and progress broken down.</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead When will you review implementation?	End of Year Evaluation
To maintain and improve standards in reading and to ensure that Higher attaining children at the end of KS1 convert to higher attaining at KS2 and there is evidence of accelerated progress.	Phonics teachers Providing training for Phonic and intervention groups Intervention teachers Training for Reciprocal reading	KS2 showed that strategies in place – strong phonics teaching; reciprocal reading in KS2 and intervention groups that focussed on children both PP and underachieving have had good effect. Reading ASS= 110. ( KS2)	Progress in reading and writing is good and year group standards are met- 90% of disadvantaged children and differences between non pp and pp are diminished	English Lead and Phonics Lead Termly	Phonics continued during Lockdown . TA shows that 75% Year 1 of children are on track to pass the phonics test, there was no formal phonics screening check due to all statutory assessments being cancelled. Attainment gaps have been identified and interventions in place for children who are on track to exceed standards and for those children who are expected to reach the standards. The percentage of children seems to be at the similar standard. Quality first teaching and intervention when possible will support all the children who need to make intended progress. More disadvantage children are meeting the standard than non-pupil premium children in UKS2 for reading
Children who did not reach expected standard at end of KS1 , reach expected standard at Year 6	Track children Teachers need for Intervention Develop strategies from teacher's research	A small Percentage of children are making expected progress, but strategies to be put in place to develop rapid progress. Progress for identified children should be higher than 1 in the spring and higher than 3 in the Summer	Use some of the interventions developed over the previous years. A focus of research for the teachers .	Lead practitioners	Interventions (see catch- up premium ). Some money used to have 3 teachers for each year group to carry out small group and individual interventions

<p>To maintain and improve standards in Maths – Intervention programmes</p> <p>5- a -day maths and prizes</p>	<p>Teacher training in: Developing children’s number facts (variation) And developing greater depth through explanation Intervention on groups</p> <p>Every child is given a maths book that shows all the strategies and targets that are expected of that Year group.</p>	<p>Good progress is being made – however in order to diminish the differences for children with pupil premium and non pp children strategies put in place to train whole staff on teaching children how to learn number facts and how to support children in explaining their understanding of concepts.</p> <p>Each week it is celebrated in assembly with prizes. Our curriculum provides Finance education for children. This needs to be continued</p>	<p>Standards are raised in Maths 90% in KS1 and 90% in KS2 and children motivated to learn at home.</p>	<p>Maths lead Termly</p>	<p>The standards met at the end of the year shows between 65% and 75% are meeting the expected end of year standard. Interventions will continue for those identified children whilst the gaps are closed.</p> <p>All children received Maths 5 a day books – virtual training given to parents form Maths lead</p>
<p>Middle and Higher attaining children In Science</p>	<p>Computing Science Resources</p>	<p>Science attainment is improving across the school. 93% of children with Pupil premium achieved the expected standard. This is due to the well – resourced science curriculum we provide. Each week a child carries out an investigation that develops a rich understanding of scientific concepts. To maintain this, costs for exciting scientific resources need to be added. 83 % made better or expected progress</p>	<p>Standards are raised in Science for all children. 100% of middle attainers to reach expected year standards.30% to reach exceeding 100% of high attainers continue to exceed end of year standards through depth of understanding.</p>	<p>Science Lead Termly</p>	<p>All children have been taught Science. Pupil premium children and non-pupil premium are making similar progress. Where there are differences – interventions are carried out by the class teacher.</p>
<p>Total budgeted cost £190,000</p>					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	
<p>Diminishing the Differences</p>	<p>Intervention 1:1 and small group work</p> <p>Staff recruitment</p>	<p>It has been successful since the introduction of PP so to continue with 2 extra staff for intervention and phonic groups. Maths intervention 1 staff Writing intervention New to English groups</p>	<p>100% of children expected of progress form KS1 to KS2 100% of pupil premium children achieved year group standards in reading, writing and maths</p>	<p>TC Termly</p>	<p>This has been organised into bubbles See catch up plan</p>

Children's mental well being	Art therapist Head start 2 Mentors	50 % of PP children targeted for art therapy- this had a positive attitude to learning and school. Ensuring children's well – being in the face of external barriers allows a child to possibly thrive with a nurture – focused intervention.	Social and behavioural barriers to learning and progress broken down. 100% Children make at least good progress. At least 20% of children make at outstanding progress.	SP Termly (half)	A huge focus on this due to the times enabling teachers to ensure that children's wellbeing is positive. The art therapist was able to return in the summer term to work with identified children.
				Total budgeted cost £90,000	
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead When will you review implementation?</b>	
Milk is offered in line with government initiative	Free milk for all children	All children have a healthy and balanced diet.	School council children lead with the distribution of milk in the playgrounds	KR, ST Termly	ongoing
Wrap around Care` PP fund	`Placements offered in the Lodge to ensure parents of children have childcare for college and interviews.	`Child care is expensive and a barrier to aspiration	`A sum of money given to the Lodge for PP children who may get themselves in arrears- cannot afford full time care.	KR LW and AC Ongoing	Not required, this year with the move to virtual meetings.
To ensure that children have a love of learning and opportunities to visit and be part of memorable visits and events	Immersion lessons within the Ranelagh Curriculum Extended School Clubs: Debating Shakespeare for schools Festival of voices	Promote and deepen understanding whilst raising engagement, excitement and curiosity about their learning. Opportunities to experience places and events to inspire them to aspire. Voluntary contributions for School Visits are reduced for children with PP. PP money used to allow all children to have exciting experiences Visits to France and Spain. Festival of Voices for Year 4, Debate Mate, Shakespeare For Schools	Children have a wide range of experiences and are inspired to aspire.	MDV, DW Termly	Unfortunately, visits have been unable to happen – the money has been utilised elsewhere – edible gardens, Love of learning has been essential during these times. May 2021- visits began using West Ham Park for Forest school – aids collaboration, well being and a love of nature – especially for those children who have been unable to access outdoors due to lack of garden etc.
Attendance issues	To use money to allow children to travel to school.	Families who are vulnerable often use a range of blocks to stop children attending school. A group of children have to travel by bus from different parts of the borough No school uniform etc	Attendance by pupil premium children is raised to 100%	MDV Termly	Ongoing

	Total budgeted cost £20,000.
<p><b>General Evaluation:</b>  <b>Ratified By governors October 2020</b>  <b>Reviewed Mid Year March 2021</b>  <b>Reviewed End of Year July 2021</b></p> <p>The school year has been interrupted, but we have been able to provide children with a robust home learning provision as well as face to face learning when open. Children without devices were loaned them and the home learning strategy took into consideration the barriers to learning from home. Ranelagh took into account the home situation and ensured that wellbeing of the home unit was one of the priorities. A weekly phone call home by teachers ensured that issues around learning were identified and support was given. Of the 50 % of pupil premium children, 100% engaged and participated in Home learning. Whilst in school, learning was centred around the “Roots of Ranelagh” – academic learning, computing, creativity, physical and mental healthiness. Gaps in learning have been identified and these are being addressed through the quality first teaching as well as intervention and catch up groups.</p>	