



Pupil Premium Strategy Statement: 2021-22

1. Summary information					
School	Ben Rhydding Primary School				
Academic Year	2021/22	Total PP budget	£14,795	Date of most recent PP Review	September 21
Total number of pupils September 2021	192	Number of pupils eligible for PP 2021 - 22	11	Date for next internal review of this strategy	September 22

2.	3. Current attainment (Teacher assessments July 2021)			
Attainment for: 2020-2021 PP pupils KS2 (0 PP pupil in Y6)	<i>Y6 Pupils eligible for PP =</i>	<i>National</i>	<i>Pupils not eligible for PP = 31</i>	<i>National 2018-19 (No data for 2019-21)</i>
achieving expected standard or above in reading, writing and maths	0%	N/A	84%	65%
achieving expected standard or above in reading	0%	N/A	90%	73%
achieving expected standard or above in writing	0%	N/A	84%	78%
achieving expected standard or above in maths	0%	N/A	84%	86%
Attainment for: 2020-2021 KS1 N/A (2 PP pupils in Y2)	<i>Y2 Pupils eligible for pp = 2</i>	<i>National</i>	<i>Pupils not eligible for PP = 22</i>	<i>National</i>
achieving expected standard or above in reading, writing and maths	100%	N/A	83%	65%
achieving expected standard or above in reading	100%	N/A	90%	75%
achieving expected standard or above in writing	100%	N/A	84%	69%
achieving expected standard or above in maths	100%	N/A	84%	76%

4. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional intelligence
B.	Poor self-confidence and low self-esteem

C.	SEND range 1 SEMH	
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)		
D.	Deprivation in home situation; narrow life experience outside of school.	
5. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	The attainment of the PP children is in line with the non – PP children (very small numbers of PP pupils in each year group make in school comparisons and national comparisons difficult).	Children are able to reach the expected level of attainment in reading, writing and maths. The interventions put in place have a positive effect on the attainment Planning is directly linked to the objectives and gaps are closed.
B.	PP children make progress in line with the non-PP children across all areas of the curriculum	Progress is clear in their books The interventions put in place have a positive effect on the achievement Planning is directly linked to the objectives and gaps are closed.
C.	The progress across the curriculum of disadvantaged pupils and pupils who have special educational needs and/or disabilities currently on roll matches or is improving towards that of other pupils with the same starting points.	Whole school 2021-22 predicted progress outcomes are successfully achieved.
D.	Children become more self-confident and their self-esteem is improved.	Children are able to take pride in their work They have the self-confidence to try things and rise to the challenge. Teachers set them aspirational targets. Interventions are put in place to improve self-esteem

6. Planned expenditure

Academic year

2021/22 £14,795

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.

i. Quality of teaching for all

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?
<p>The attainment of the PP children is in line with the non – PP children</p>	<p>Pupil progress meetings will look specifically at the PP children and track their attainment and progress. Book scrutinies will be used to shows that progress is being made towards each PP pupils expected standard/target. Interventions and support will be put in place to scaffold the learning and diminish the difference if and when learning gaps are identified.</p>	<p>Children who are not on track to meet their end of year target will receive support from intervention groups. (LSA, specific interventions for SEMH children)</p>	<p>The children will have attainment data before and after the interventions and regular measures of their attainment will be taken in order to measure the impact. The LSAs in the classroom and the class teacher will be trained to deliver the specific interventions in order to support the children. Pupil data will be accurately recorded, reviewed and used to show impact.</p>	<p>Peter Timms Glen Hartford Sandy Leach</p>	<p>October 2021 and ongoing during pupil progress meetings.</p>
<p>PP children make progress in line with the non-PP children across all areas of the curriculum.</p>	<p>Pupil progress meetings will look specifically at the PP children and track their attainment and progress. Learning walks and monitoring will be used to identify and confirm that progress is in line with the expected rate. Interventions and support is put in place to accelerate the progress.</p>	<p>Children who are not on track to make expected progress will gain support from intervention (LSA, specific interventions for SEMH children)</p>	<p>The children will have attainment data before and after the interventions and regular measures of their attainment will be taken in order to measure the impact. The LSAs in the classroom and the class teacher will be trained to deliver the specific interventions in order to support the children.</p>	<p>Peter Timms Glen Hartford Sandy Leach</p>	<p>October 2021 and ongoing during pupil progress meetings.</p>

			The LSAs will have an impact file which is in line with the PM and will be reviewed in March.		
Children become more self-confident and their self-esteem is improved	PSHE lessons and assemblies are regularly held with the children. specific interventions such as anxiety gremlin and socially speaking will be used with the children who, through assessment, will benefit from them. 5 point scale in class to measure feelings.	Children to feel confident enough to speak in class about how they feel and be able to link this to the 5 point scale. Children to learn strategies to help them take on challenges and to understand that failing is okay. Working as a team in order to achieve a shared goal.	Staff to be trained during staff meetings and in class in order to deliver specific interventions. Working with the children and giving them the responsibility to take the project further and to have a go.	Peter Timms Sandy Leach Gwyn Wilcock	
ii. Targeted support					
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?
Children make expected or better progress and attainment.	Pupil progress meetings will focus on how the PP children are achieving and attaining. .	Children are tracked so that if the rate of progress is not in line interventions can be put in place to help support.	Continue to track the children and ensure that the planning for specific objectives is out in place to help diminish the difference. The impact of specific interventions will be tracked. LSAs and teachers will work directly with the children to ensure that attainment is in line with expected standards.	Peter Timms Sandy Leach Glen Hartford	September 2021

PP children make progress in line with the non-PP children across all areas of the curriculum	Pupil progress meetings will look specifically at the PP children and track their attainment and achievement	Children who are not on track to make expected progress will gain support from intervention (LSA, specific interventions for SEMH children)	The children will have attainment data before and after the interventions and regular measures of their attainment will be taken in order to measure the impact. The LSAs in the classroom and the class teacher will be trained to deliver the specific interventions in order to support the children. The LSAs will have an impact file which is in line with the PM	Peter Timms Glen Hartford Sandy Leach	January 2022
Children to become more self-confident and their self-esteem is improved.	Specific interventions such as anxiety gremlin and socially speaking to be used with the children who would benefit from them. 5 point scale in class to measure feelings and if they feel anxious or upset this will be followed up by the adults in the class. Children given specific roles and responsibilities both within the class and throughout the school.	Children to feel confident enough to speak in class about how they feel and be able to link this to the 5 point scale. Children to learn strategies to help them take on challenges and to understand that failing is okay. Working as a team in order to achieve a shared goal.	Staff to be trained during staff meetings and in class in order to deliver specific interventions. Working with the children and giving them the responsibility to take the project further and to have a go. Pupil trips and residential trips to Robinwood to help enhance life experiences, self-esteem and self-confidence.	Peter Timms Sandy Leach Gwyn Wilcock	
Teachers provide appropriate strategies and time for practice/interventions to embed and demonstrate an impact in all areas of learning. Teachers identify and support any pupil who is falling behind, and enable almost all to catch up and meet, or surpass their progress targets.	HLTAs and TAs deliver targeted support to vulnerable children to accelerate their emotional and academic development, self-esteem, self-confidence and basic Skills. Small group intervention to support reading, maths and writing using 'real life' themes.	Education Endowment Foundation evidence suggests that small group tuition has a +4 months impact on learning. Education Endowment Foundation evidence suggests that phonics tuition has a +4 months impact on learning. Education Endowment Foundation evidence suggests that 1:1 tuition has a +5 months impact on learning	Children are accessing the curriculum fully and engaging in meaningful, holistic and 'real life' learning opportunities to ensure learning across all curricular areas is accelerated. Lesson Observations/monitoring cycles School Assessment Evaluations and actions Pupil Progress Meetings	Peter Timms Sandy Leach	£14,195 (Classroom support and interventions) £600 (School trips and residential) Total £11,415
7. Review of expenditure					
i. Quality of teaching for all					

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
The attainment and achievement gap is closed between PP children and non-PP children	Planning altered to ensure learning needs are met based on the previous outcomes	The children's learning is more continuous and is based on achievement from the previous lesson. Therefore the approach is more individualised in the classroom. The numbers of children in each class are very low and so the outcomes are difficult to judge as an overall group.	Continue with the planning approach as it is now making a significant impact on the outcomes for the children. Review the impact of interventions regularly to ensure the best results for the children.	
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
The interventions chosen for the children impact significantly on the outcomes for those children	Interventions tailored to the gaps in learning presented by the pupils	Targeted support will be provided to PP pupils via the classroom teacher and TA to ensure all continue to make their required progress+.	Review the impact of interventions regularly to ensure the best results for the children.	£14,195 (TA support in the classroom)

8. Additional detail

All data regarding pupil performance 2020-21 is based on Teacher Assessments (TA) and not SATs due to Covid-19 school closures and the cancellation of SAT tests.

The school has a very small number of PP pupils so % data may not always provide an accurate comparison to National PP data. However the school's data, tracking systems and outcomes for our limited number of PP pupils over the last 5 years have support the fact that these children perform as well as and better than their none PP peers. No concerns were identified.

Current school data supports that the PP is helping pupils within the school to meet and surpass their progress targets. This is being achieved through an accurate assessment system, targeted interventions, challenging performance management targets and the introduction of challenging pupil progress targets.