

# Pupil Premium Report of expenditure and impact 2020 - 2021



<b>School name:</b>	Ralph Butterfield Primary School		
<b>Academic year:</b>	2020 - 2021	<b>Total pupil premium budget (academic year):</b>	Dec 2020 £11, 185.67 Jan 2021 £12, 529.99 March 2021 £1, 363 June 2021 £17, 257 £42,335.66 + carry forward from 19/20 £8, 686 Total: £51, 021.66
<b>Total number of pupils on roll:</b>	315	<b>Number of pupils eligible for pupil premium:</b>	30 (Sept 2020) 31 (March 2020) 29 (April 2021)
<b>Date of review:</b>	July 2021	<b>Date of next scheduled review:</b>	January 2022
<b>Total Spend</b>	£32, 108.95 (July 2021)	<b>Balance of Pupil Premium to carry forward to 2021-2022. (This money will be ring-fenced and spent on our Pupil Premium children in addition to our budget for 2021-2022).</b>	£18, 912.71

## Quality of teaching for all

Desired Outcome	Chosen action/approach	Impact	Cost	
Quality first wave one teaching for all to support diminishment of differences between PPG and non-PPG pupils in school and nationally.  Raise attainment and achievement in English, maths and science so that	Staff training with specialist teachers/trainers  In-house bespoke training with subject leaders and SENDCO with open door policy	Consistent, quality first wave 1 teaching and learning supports all children to achieve the best that they can, with individual needs being carefully planned for and met. Bespoke additional teaching support alongside this; clear communication between TAs, teachers and any external agencies, supports meaningful links	Maths/English/science/SEND leader forums 3 x per year (£1,920)  3 x zoom shorts whole class teaching (whole class reading /	£1,995

<p>PPG pupils attain in line with their peers nationally, particularly at the 'expected standard' and 'greater depth' standard.</p> <p>Teachers to feel confident in identifying and meeting a range of needs appropriately within their class.</p>	<p>Additional teaching support and training in effective whole class strategies.</p>	<p>made for children between whole class work and interventions; this enhances and increases the rate of progress, as evidenced on impact records in our school.</p>	<p>no hands up / differentiating phonics (£75)</p>	
<p>To enhance the high quality teaching of science through increasing the range of teaching and learning opportunities available and children's engagement in, and enjoyment of, science learning.</p>	<p>Purchase of resources that support the whole science curriculum from Years 1-6</p>	<p>High quality resources support the teaching strategies and offer a wider variety of teaching and learning opportunities to engage and enthuse children (and teachers) in the teaching and learning of science.</p>	<p>£700 (proportionate of the amount spent in total, in relation to pupil premium children)</p>	
<p>To effectively support wellbeing and resilience</p>	<p>Promote SMSC opportunities for children</p> <p>Restorative behaviour strategies training of new staff members</p> <p>Trained ELSA to provide interventions for individuals requiring SEMH support</p> <p>Support staff wellbeing</p> <p>Introduce PP lead to additionally support pupil premium children including systems to identify needs and provide bespoke support and ensure best use of funding</p> <p>Designated teacher time to support looked after</p>	<p>Pupil Premium children can have issues with social skills and their mental health which this year have also been compounded by the circumstances resulting from the Covid-19 pandemic. Good levels of wellbeing have a positive impact on learning and academic progress as well as confidence and life chances.</p> <p>Staff wellbeing is also of a priority for them to best be able to best support all children's wellbeing, including that of pupil premium children.</p> <p>Support for families.</p>	<p>Lead staff training new staff members in restorative practice (£60)</p> <p>Resource making (£50)</p> <p>Externally led wellbeing staff meetings x2 (£250)</p> <p>ELSA additional hours (£420)</p> <p>Wellbeing intervention groups led by TA (£3, 640)</p> <p>Pupil Premium Leader work release time (20 x 3 hours £1,200)</p> <p>Designated teacher time equivalent of approx. 2 days (£500)</p>	<p>£6,120</p>

	children, working with the family, paper work, meetings with external agencies and liaising with virtual school			
			<b>Total spend:</b>	<b>£8, 815</b>

### Targeted support

Desired Outcome	Chosen action/approach	Impact	Cost	
Improves rates of progress and levels of attainment for individuals; ensure gaps don't widen between these children and non-disadvantaged children	Pupils have bespoke, 1:1 or small group targeted support with TA (autumn and spring terms only due to covid)	<p>TAs, under guidance and direction from the teacher, able to work against individual targets for children, measuring impact and revising so that tailored support and intervention consistently provided.</p> <p>Rates of progress and levels of attainment for individuals improved and gaps not widened.</p> <p>Children feel well supported and increasingly able to access work in line with their peers.</p>	<p>£5,247 TA</p> <p>£1,172 HLTA</p> <p>£ 403 additional resources</p> <p>£2,748 EHCP support</p>	£9, 570
Children with SEMH needs to be happier and supported to make positive choices around behaviour and social interactions	ELSA support (autumn and summer terms only due to covid)	The provision of targeted ELSA support improves wellbeing and resilience and has a positive impact on learning and progress. Children are better prepared with life skills in being able to better manage their emotions.	£1,913 ELSA	

	<p>Wellbeing support interventions (Socially Speaking, Friendship Formula, and Time to Talk and Lego Club)</p> <p>(part spring and summer term only due to staffing absence)</p>	<p>The provision of targeted interventions to support and improve wellbeing and resilience has a positive impact on learning and progress and the children's ability to have enjoyable social interactions with their friends and peers. Children are better prepared with life skills in being able to better manage their emotions.</p> <p>Intervention leaders have kept impact and review records and discuss work with other staff involved in working with the individuals. Intervention leaders have also kept parents of the individuals well informed and give parents a voice.</p>	<p>£553 TA wellbeing groups</p> <p>£200 bespoke resources</p>	<p>£753</p>
	<p>MSA lunchtime support for individuals</p>	<p>The provision of MSA time specifically given to individuals in receipt of pupil premium who require it, enables these children to enjoy social interactions with their peers and friends and develop life skill strategies for coping with different situations. It also provides a space away from others where this is beneficial for them.</p>	<p>£1, 044</p>	
<p>Ensuring remote education sustains quality education for all throughout partial closure Jan – March 2021</p>	<p>TAs teaching 1 bubble in each phase under teacher direction</p>	<p>Teachers able to focus on in school and remote education provision for all, with wellbeing sustained and family support provided through teachers being available for online 1:1 / google meet work with children/families at home and additional support for children in school.</p>	<p>11 weeks difference TA to HLTA cost, £2, 442.95</p>	
<p>Additional support for pupil premium pupils to support their rate of progress</p>	<p>Purchase IT resources for to support specific areas of needs and improve access to remote learning</p> <p>White Rose maths</p> <p>Nessy</p> <p>Virtual Class Ltd reading</p>	<p>Increase the range of strategies and working available to children to engage them with their learning and support increased rates of progress. Software researched for effectiveness and impact monitored.</p> <p>Monitor impact through work scrutinies, pupil and parent voice, levels of engagement.</p>	<p>£139</p> <p>£300</p> <p>£130</p> <p>£168</p> <p>£74</p>	

	TT Rockstars Bug Club subscription Cleaning of donated laptops to provide PP children with access to remote education where chosen not to attend school (all invited) Uploading of licenses		£495  £120
<b>Total Spend:</b>			<b>£17,148.95</b>

### Other approaches

Desired Outcome	Chosen action/approach	Impact	Cost	
Children from disadvantaged backgrounds will have access to enrichment activities outside and during teaching hours	Offer of 1 free club in the academic year  Yoga  Art  Cookery	Cost of clubs may be a barrier to children having increased experiences of discovering/enjoying other interests but also with the benefits of interactions with others through attending a club  Encourage Pupil Premium families to take up the club offer	<i>Unable to run clubs for the majority of the year due to Covid-19 restrictions</i>	
Children from disadvantaged backgrounds will have access to enrichment activities outside and during teaching hours	1:1 music lessons offered for Pupil Premium children who wish to take up an instrument after WCET music program  Recorders purchased for PP children	Cost of having an instrument and instrument lessons may be a barrier to children having this life opportunity  Encourage Pupil Premium families to take up the offer of music lessons as appropriate	Portion of WCET programme proportionate to PP children  Recorders	£1, 455  £15

<p>To support Pupil Premium children and their families where there are issues around the beginning and end of the school day with timings and attendance</p>	<p>Free wraparound care</p>	<p>We have pupil premium children for whom wraparound care can make the difference between attendance at school and not attending school. This provision also supports their wider family which has a positive impact for the children also.</p> <p>Barrier removed enabling attendance.</p>	<p>£987</p>
<p>Pupil Premium children to have the same access to provision offers made to all children.</p>	<p>Free milk for Pupil Premium children who wouldn't qualify under the Cool milk scheme</p>	<p>Pupil Premium children who wish to have milk should have access to it alongside all of their peers.</p> <p>Regularly check that all children who wish to have milk are receiving it.</p>	<p>£672</p>
<p>Pupil Premium children to have access to the same uniform as their peers without additional financial pressure on their family</p>	<p>1 complete school uniform including a PE kit Sports Kit/accessories</p>	<p>All children to have access to the same quality uniform with the logo to support sense of community and wellbeing.</p> <p>Ensure all pupil premium children receive the uniform.</p>	<p>£1, 184</p>
<p>Inclusion and equality of opportunity</p>	<p>Deposit for Y6 residential trip for Pupil Premium children</p>	<p>Family finances should not exclude children from the same opportunities as their peers.</p> <p>Ensure every child has parental permission for all trips and the residential.</p>	<p>£840</p>

Increased attendance	<p>Work with the LAT – meetings, emails and phone calls</p> <p>Daily attendance reporting by pupil premium leader</p> <p>Communications with parents to support children into school</p>	<p>Ensure all children are attending school and accessing all learning and enrichment opportunities.</p> <p>Work positively with parents and external agencies.</p> <p>Improved attendance of persistent absentee children in receipt of pupil premium</p>	<p>4 days equivalent</p> <p>£992</p>
<b>Total Spend:</b>			<b>£6, 145</b>

## Impact statement

The impact on pupils' attainment in reading, writing and maths is outlined in the tables below. Please note that statutory assessments were cancelled in 2021; the data shown here is the result of internal assessment and no comparable national data is available.

### Whole School (Y1-Y6)

Area	Pupils eligible for pupil premium (26)	Pupils eligible for pupil premium (nationwide)	Pupils not eligible for pupil premium	Pupils not eligible for pupil premium (nationwide)
Percentage achieving expected standard in reading	35% (9/26)	<b>Data not available</b>	45% (110/245)	<b>Data not available</b>
Percentage achieving expected standard in writing	27% (7/26)		56% (137/ 244)	
Percentage achieving expected standard in mathematics	35% (9/26)		51% (124/245)	
Percentage achieving above expected standard in reading	8% (2/26)		31% ( 77/245)	
Percentage achieving above expected standard in writing	4% (1/26)		9% (22/ 244)	

<b>Percentage achieving above expected standard in mathematics</b>	4% (1/26)		20% (48 /245)	
--	-----------	--	---------------	--

**End of KS1**

<b>Area</b>	<b>Pupils eligible for pupil premium</b>	<b>Pupils eligible for pupil premium (nationwide)</b>	<b>Pupils not eligible for pupil premium</b>	<b>Pupils not eligible for pupil premium (nationwide)</b>
<b>Percentage achieving expected standard in reading</b>	Y1&Y2 33% ( 3 out of 9 ) <b>End of Y2 20%</b> (1 out of 5)	<b>Data not available</b>	Y1&Y2 <b>46%</b> (33 out of 72 ) <b>End of Y2 47%</b> ( 18 out of 38 )	<b>Data not available</b>
<b>Percentage achieving expected standard in writing</b>	Y1&Y2 22% ( 2 out of 9) <b>End of Y2 0%</b> ( 0 out of 5)		Y1&Y2 <b>57%</b> (41out of 72) <b>End of Y2 63%</b> ( 24 out of 38)	
<b>Percentage achieving expected standard in mathematics</b>	Y1&Y2 33% ( 3 out of 9) <b>End of Y2 20%</b> ( 1 out of 5 )		Y1&Y2 <b>68%</b> ( 49 out of 72) <b>End of Y2 63%</b> ( 24 out of 38 )	
<b>Percentage achieving above expected standard in reading</b>	Y1&Y2 11% ( 1 out of 9) <b>End of Y2 20%</b> ( 1 out of 5 )		Y1&Y2 <b>25%</b> (18 out of 72) <b>End of Y2 37%</b> ( 14 out of 38)	
<b>Percentage achieving above expected standard in writing</b>	Y1&Y2 11% ( 1 out of 9) <b>End of Y2 20%</b> ( 1 out of 5)		Y1&Y2 <b>11%</b> (8 out of 72) <b>End of Y2 16%</b> ( 6 out of 38 )	



<b>Percentage achieving above expected standard in mathematics</b>	Y1&Y2 11% ( 1 out of 9 ) <b>End of Y2 20%</b> ( 1 out of 5)		Y1&Y2 <b>7%</b> (5 out of 72 ) <b>End of Y2 8%</b> ( 3 out of 38)	
--	---	--	---	--

### End of KS2

Area	Pupils eligible for pupil premium	Pupils eligible for pupil premium (nationwide)	Pupils not eligible for pupil premium	Pupils not eligible for pupil premium (nationwide)
<b>Percentage achieving expected standard in reading</b>	Y3 –Y6 47% ( 8 out of 17) <b>End of Yr 6 67%</b> ( 2 out of 3)	<b>Data not available</b>	Y3 –Y6 <b>45%</b> ( 77 out of 173 ) <b>End of Y6 42%</b> ( 18 out of 43)	<b>Data not available</b>
<b>Percentage achieving expected standard in writing</b>	Y3 –Y6 29% ( 5 out of 17) <b>End of Yr 6 67%</b> ( 2 out of 3 )		Y3 –Y6 <b>56%</b> ( 96 out of 172) <b>End of Y6 70%</b> ( 30 out of 43)	
<b>Percentage achieving expected standard in mathematics</b>	Y3 –Y6 53% ( 9 out of 17) <b>End of Yr 6 - 100%</b> 3 out of 3)		Y3 –Y6 <b>43%</b> (75 out of 173) <b>End of Y6 63 %</b> ( 27 out of 43 )	
<b>Percentage achieving above expected standard in reading</b>	Y3 –Y6 6 % ( 1 out of 17 ) <b>End of Yr 6 0%</b> ( 0 out of 3 )		Y3 –Y6 <b>34%</b> (59out of 173) <b>End of Y6 44%</b> ( 19 out of 43 )	
<b>Percentage achieving above expected standard in writing</b>	Y3 –Y6 0% ( 0 out of 17) <b>End of Yr 6 0%</b> ( 0 out of 3 )		Y3 –Y6 <b>8%</b> ( 14 out of 172) <b>End of Y6 12 %</b> ( 5 out of 43)	

**Percentage achieving above expected standard in mathematics**

Y3 –Y6 0%  
( 0 out of 17 )  
**End of Yr 6 - 0%**  
( 0 out of 3)

Y3 –Y6 **25%** (43 out of 173)  
**End of Y6 23 %**  
( 10 out of 43 )