

# Pupil Premium Report of expenditure and impact 2021 - 2022



<b>School name:</b>	Ralph Butterfield Primary School		
<b>Academic year:</b>	2021 - 2022	<b>Total pupil premium budget (academic year):</b>	Jan 2022 £15, 222 March 2022 £15, 219 June 2022 £17, 217 £47,658 + carry forward from 20/21 £18, 912.71 Total: £66, 570.71
<b>Total number of pupils on roll:</b>	308	<b>Number of pupils eligible for pupil premium:</b>	27 (Sept 2021) 29 (March 2022) 30 (April 2022)
<b>Date of review:</b>	July 2022	<b>Date of next scheduled review:</b>	January 2023
<b>Total Spend</b>	£60, 315 (July 2022)	<b>Balance of Pupil Premium to carry forward to 2022-2023. (This money will be ring-fenced and spent on our Pupil Premium children in addition to our budget for 2022-2023).</b>	£6,255.71

## 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 PPG pupils attain in line with their peers nationally, particularly at the	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 made for children between whole class work	English/SEND leader forums 3 x per year (£705)  5 x zoom shorts whole class teaching (whole class reading / writing (£125)	£830

<p>‘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>Subject Leader training to improve teaching and learning across their subject.</p>	<p>and interventions; this enhances and increases the rate of progress, as evidenced on impact records in our school.</p>	<p>Bespoke 1:1 subject leader training</p>	<p>£300</p>
<p>Purchase of Little Wandle scheme and additional resources, a DfE validated Systematic Synthetic Phonic programme to secure stronger phonics teaching for all pupils and closing the gap between PPG and non-PPG pupils in school.</p>	<p>Purchase of Little Wandle scheme and resources that support the teaching of phonics to all Years R-6.</p>	<p>DfE validated Systematic Synthetic Phonic programme and resources for the teaching of phonics.</p>	<p>£2473 (£1808 + £317 + £348)</p>	
<p>To enhance the high quality teaching of PSHE through increasing the range of teaching and learning opportunities available and children’s engagement in, and enjoyment of, PSHE learning.</p>	<p>Purchase of resources that support the whole PSHE 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 PSHE.</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>1:1 bespoke session with Wellbeing Coach.</p> <p>Trained ELSA to provide interventions for individuals requiring SEMH support.</p> <p>Support staff wellbeing.</p>	<p>Pupil Premium children can have issues with social skills and their mental health compared to their peers. 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 (£175)</p> <p>Externally led wellbeing courses for whole staff x2 (£250)</p> <p>ELSA additional hours (£315)</p> <p>Wellbeing intervention groups led by TA (£1, 171)</p> <p>Pupil Premium Leader work release time (20 x 3 hours £3,500)</p>	<p>£6,381</p>

	<p>Mental Health 1<sup>st</sup> Aider</p> <p>Mental Health Awareness Course</p> <p>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 children, working with the family, paper work, meetings with external agencies and liaising with virtual school.</p>		<p>Designated teacher time equivalent of approx. 2 days (£600)</p> <p>2 x 1:1 Wellbeing Coach £370)</p>	
<b>Total spend:</b>				<b>£10, 684</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.	<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>£23, 353 TA / HLTA + 4791</p> <p>£ 81 additional resources</p> <p>£2, 565 1:1 EBSA additional adult support</p>	£25, 999

Targeted Little Wandle catch up phonics sessions to secure stronger phonics understanding.	Pupils have bespoke, 1:1 or small group targeted support with TA.	TAs, under guidance and direction from the teacher, able to work against individual phonics targets for children, measuring impact and revising so that tailored support and intervention consistently provided.		
Purchase of specific resources to support hearing and visually impaired children.	Advice from visually and hearing impaired consultant.	Dedicated software and hardware improves achievement and engagement in learning	TA support 1hr per week (£585)  Device already included in school fees	
Children with SEMH needs to be happier and supported to make positive choices around behaviour and social interactions	ELSA support	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.	£2, 143 ELSA	
	Wellbeing support interventions (Socially Speaking, Friendship Formula, and Time to Talk and Lego Club)	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.  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.	£4, 068 TA wellbeing groups £47 bespoke resources	£4, 115
	Lunch club - support for individuals during the lunchtime period.	The provision of lunch club is specifically given to individuals in receipt of pupil premium who require it; this enables these children to enjoy social interactions, whilst eating their lunch, with their peers and friends and helps them develop life skills and strategies for coping with different situations. It also provides a space away from others over an extended lunchtime period.	£3, 330	

	MSA lunchtime support for individuals	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.	£1, 493
Ensuring remote education sustains quality education for all children who were required to isolate due to testing positive for Covid 19 (Autumn and Spring term only).	TAs teaching classes whilst class teachers prepare the necessary resources for isolating children.	Teachers able to focus on preparing quality remote education provision for all; this provision also include bespoke resources for individual children and families.	14 hrs - £248
Additional support for pupil premium pupils to support their rate of progress	<p>Purchase IT resources 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>TT Rockstars</p> <p>Bug Club subscription</p> <p>PAT testing of laptops when returned to school in order to provide PP children with access to remote education when testing positive for Covid 19, legally required to isolate but being well enough for school work.</p> <p>Uploading of licenses</p> <p>Mental Health Workshops</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>Mental Health workshops £13</p> <p>Portion of the subscription support proportionate to PP children – Total £553</p> <p><i>TT Rockstars/Numbots £241</i></p> <p><i>£White Rose £19</i></p> <p><i>Maths Circle £24</i></p> <p><i>Charanga £27</i></p> <p><i>Twinkle £41</i></p> <p><i>Bug Club £171</i></p> <p><i>Nessy £30</i></p>

Tutoring and booster group sessions provided through a School Led Tutoring Programme, including use of the School Led Tutoring Grant and Recovery Premium Funding for the tutoring. Tutoring in line with the conditions of the grant.	Tuition targeted at specific needs and knowledge gaps to be an effective method to support low attaining pupils or those falling behind, both one-to-one.	Booster sessions provide 6-15 hours of group tuition to mitigate against core learning in either English or Maths which has been impacted upon by school closures during the pandemic.	N/A as funded through the Recovery Grant and Catch up Grant
<b>Total Spend:</b>			<b>£38, 479</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 Art, Cookery, Gardening, Total Sports, Tennis, Netball, Wellbeing, Debate.	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.	Cookery £413	
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.  1:1 Flute Lessons  Recorders	£319  £540  N/A this year.

<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  Breakfast snacks</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.  Barrier removed enabling attendance.</p>	<p>£769  £4</p>
<p>Pupil Premium children to have the same access to provision offers made to all children.</p>	<p>Free school dinners for Pupil Premium children who qualify under the free school meal scheme.</p>	<p>Pupil Premium children (FSM eligible) who wish to have a school dinner' should have access to it alongside all of their peers.  Regularly check that all children who wish to have a school dinner are receiving it.</p>	<p>£3, 319</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.  Regularly check that all children who wish to have milk are receiving it.</p>	<p>£793</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.  Ensure all pupil premium children receive the uniform.</p>	<p>£1, 428</p>
<p>Inclusion and equality of opportunity</p>	<p>Cost of for Y6 residential trip for Pupil Premium children.</p>	<p>Family finances should not exclude children from the same opportunities as their peers.  Ensure every child has parental permission for all trips and the residential.</p>	<p>£1, 815</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>£1, 400</p>
Purchase of school bike/s and helmets for Pupil Premium children to have access to the same 'Bikeability' cycling training.	Cost of a bike and helmet for those Pupil Premium children who do not have their own.	Ensure every child has the opportunity to have the necessary road safety training.	'Bikeability' cycling training did not take place this year, rearranged for September/October 2022.
Purchase reading books for PP children who lack these at home.	Remove this financial barrier to reading at home for pleasure and progress.	<p>Reading is a leisure activity that promotes wellbeing in addition to supporting academic progress in reading.</p> <p>For young children, promoting shared book reading should be a central component of any parental engagement approach.</p>	£352
<b>Total Spend:</b>			<b>£11, 152</b>



## Impact statement

The impact on pupils' attainment in reading, writing and maths is outlined in the tables below. Please note that statutory assessments took place for the first time since 2019. However comparable national data is not being published nationally this year.

### Whole School (Y1-Y6)

Area	Pupils eligible for pupil premium (33)	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	55% (18/33)	Data not available	55% (131/240)	Data not available
Percentage achieving expected standard in writing	36% (12/33)		64% (151/240)	
Percentage achieving expected standard in mathematics	42% (14/33)		64% (153/240)	
Percentage achieving above expected standard in reading	6% (2/33)		33% (79/240)	
Percentage achieving above expected standard in writing	0% (0/33)		15% (36/240)	
Percentage achieving above expected standard in mathematics	3% (1/33)		25% (59/240)	

## End of KS1

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)
Percentage achieving expected standard in reading	Y1 & Y2 44% (4 out of 9) <b>End of Y2 67%</b> (4 out of 6)	<b>Data not available</b>	Y1 & Y2 64% (48 out of 75) <b>End of Y2 94%</b> (32 out of 34)	<b>Data not available</b>
Percentage achieving expected standard in writing	Y1 & Y2 56% (5 out of 9) <b>End of Y2 83%</b> (5 out of 6)		Y1 & Y2 75% (56 out of 75) <b>End of Y2 94%</b> (32 out of 34)	
Percentage achieving expected standard in mathematics	Y1 & Y2 44% (4 out of 9) <b>End of Y2 50%</b> (3 out of 6)		Y1 & Y2 68% (51 out of 75) <b>End of Y2 97%</b> (33 out of 34)	
Percentage achieving above expected standard in reading	Y1 & Y2 0% (0 out of 9) <b>End of Y2 0%</b> (0 out of 6)		Y1 & Y2 24% (18 out of 75) <b>End of Y2 24%</b> (8 out of 34)	
Percentage achieving above expected standard in writing	Y1 & Y2 0% (0 out of 9) <b>End of Y2 0%</b> (0 out of 6)		Y1 & Y2 9% (7 out of 75) <b>End of Y2 12%</b> (4 out of 34)	
Percentage achieving above expected standard in mathematics	Y1 & Y2 0% (0 out of 9) <b>End of Y2 00%</b> (0 out of 6)		Y1 & Y2 25% (19 out of 75) <b>End of Y2 35%</b> (12 out of 34)	

## 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 58% (14 out of 24) <b>End of Yr 6 67%</b> (4 out of 6)	<b>Data not available</b>	Y3 –Y6 50% (83 out of 165) <b>End of Y6 98%</b> (40 out of 41)	<b>Data not available</b>
<b>Percentage achieving expected standard in writing</b>	Y3 –Y6 29% (7 out of 24) <b>End of Yr 6 50%</b> (3 out of 6)		Y3 –Y6 <b>59%</b> (98 out of 165) <b>End of Y6 100%</b> (41 out of 41)	
<b>Percentage achieving expected standard in mathematics</b>	Y3 –Y6 42% (10 out of 24) <b>End of Yr 6 - 67%</b> (4 out of 6)		Y3 –Y6 62% (102 out of 165) <b>End of Y6 98 %</b> (40 out of 41)	
<b>Percentage achieving above expected standard in reading</b>	Y3 –Y6 8 % (2 out of 24) <b>End of Yr 6 33%</b> (2 out of 6)		Y3 –Y6 <b>37%</b> (61 out of 165) <b>End of Y6 56%</b> (23 out of 41)	
<b>Percentage achieving above expected standard in writing</b>	Y3 –Y6 0% (0 out of 24) <b>End of Yr 6 0%</b> (0 out of 6)		Y3 –Y6 17% (29 out of 165) <b>End of Y6 22 %</b> (9 out of 41)	
<b>Percentage achieving above expected standard in mathematics</b>	Y3 –Y6 4% (1 out of 24) <b>End of Yr 6 - 67%</b> (4 out of 6)		Y3 –Y6 24% (40 out of 165) <b>End of Y6 56 %</b> (23 out of 34)	