

## Pupil premium strategy statement – Rainford Brook Lodge

### School overview

Metric	Data
School name	Rainford Brook Lodge Primary School
Pupils in school	205
Proportion of disadvantaged pupils	9% (18 children)
Pupil premium allocation this academic year	£24,532 (From April '19 and based on previous year's numbers))
Academic year or years covered by statement	2019-22
Publish date	06 November 2019
Review date	06 November 2022
Statement authorised by	Mr P Reece
Pupil premium lead	Mr P Reece
Governor lead	Mrs J Keech

### KS2 Disadvantaged pupil progress scores for last academic year – 5 pupils

Measure	Score
Progress scores cannot be measured due to KS2 SATs not taking place (Covid19)	

### KS2 Disadvantaged pupil performance overview for last academic year

Measure	Score
Meeting expected standard at KS2	80% (Non dis 92%) (Dis NA 51%)
Achieving high standard at KS2	20% (Non Dis 12%) (Dis NA 5%)

### KS1 Disadvantaged pupil progress scores for last academic year – 0 pupils

Measure	Score
There were no children identified as disadvantaged in Y2 last year so no data available.	

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### **KS1 Disadvantaged phonics screening for last academic year – 3 pupils**

2 out of 3 children passed the phonics screening in December. 1 child identified as SEN who did not pass.

### **EYFS Disadvantaged GLD for last academic year – 1 pupil**

1 child who was PP last year did not achieve GLD. This child is identified as SEN with no funding currently – awaiting EHCP.

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## Strategy aims for disadvantaged pupils

### Priority 1 – over 3 years

Objective	Ensure all children (and specifically disadvantaged pupils) have access to high quality phonics intervention
Barriers	Lack of staff to do very small group or personal interventions; some of the PP also have SEN
Actions	<p>Ensure all staff trained deliver high quality sessions. Ensure groupings are appropriate on a regular basis with regard to achievement and attainment.</p> <p>Purchase reading books which are more closely linked to phonics taught</p> <p>Ensure staff are able to correctly place children with the correct books in line with their phonic ability</p> <p>Invite parents to sessions to aid the quality of support available at home</p> <p>Audit and ensure phonics in EYFS is timetabled appropriately with age appropriate delivery in Tadpoles and Reception</p>
Who	Mrs K Hodkinson
Resources – 18/19	£47,000 inc spend on wages of staff to teach RWI and purchase of books .
<b>2019-20 Update Resources</b>	<p>K. Hodkinson – additional time out of class half termly to complete regular screening and groupings according to need and ability. Supply costs needed to cover = £852.42</p> <p>Rising Stars Reading Platform so children can access phonically decodable books from home (15 out of 18 (83%) of PP children are not in school due to Covid lockdown (Jan 2021)) = £495</p> <p>Oxford University Press RWI phonics resources £165</p> <p>RWI staff wages (5 staff in KS1 and 2 staff in Rec)</p> <p>** staffing costs 2 TAs work particularly closely with children identified as disadvantaged and this would be part of overall funding requirements £22000 approx</p>
Success Criteria	Increased ave % of pupils passing the phonics screening (inc those children who are at the time, or who end up PP) – broadly in line or above national averages
Progress	<p>Phonics screening was successful for last academic year. There are more staff available now to teach phonics, although this does have an impact on other classes as staff are taken from their provision in order to facilitate RWI.</p> <p>Phonics screening results for 2019/20 (Screening took place in Dec 2020 due to Covid) (2 out of 3 children passed the screening)</p> <p><b>2020-21 notes and possible resources</b></p> <p>There are limited PP child on role. Internal phonics screening checks so far predicts that 1 out of 3 children will pass (1 SEN child on role). Tutoring to focus on this.</p>

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## Priority 2 – over 3 years but scheme implemented within 1

Objective	Ensure all children (and specifically disadvantaged pupils) have access to high quality writing leading to greater progress of PP
Barriers	Children in Y5/6 have less time to 'catch up' through use of identified scheme; less experienced staff in Y2 and Y6 with Mat cover in Rec
Actions	<p>Purchase of high-quality writing scheme</p> <p>Aid staff in planning (especially less experienced)</p> <p>Purchase of reading books to accompany the scheme</p> <p>English leads to attend training on the scheme</p> <p>Ensure links are made where possible in writing outside of this scheme to the rest of the curriculum</p> <p>Use existing expertise within school to aid with moderation</p>
Who	Mrs K Hodkinson and Mrs K Jenkins
Resources 18-19	<p>£2000 inc spend on scheme, books, training and supply cover for training</p> <p>£1500 on oTrack and FFT to target</p> <p>£1000 supply</p>
<b>2019-20 Update Resources</b>	<p>Gap in covering poetry in the curriculum across KS1 and KS2. Updated scheme to include this termly = £1295</p> <p>In house moderation – additional preparation time needed for staff.</p> <p>Yearly subscription cost for FFT Aspire to ensure children are on track to achieve targets = £446.25</p> <p>Twinkl subscription to access writing materials e.g. non-fiction text types, writing checklists, grammar materials etc. to aid planning writing across the curriculum = £655.97</p> <p><b>2020-21 - notes and possible resources</b></p> <p>Subject Leader additional time (K.Jenkins &amp; K.Hodkinson) to prepare materials and lead in house moderation using 'checklist' materials.</p>
Success Criteria	Close the progress gap between Dis and non-Dis and identified disadvantaged chn to make the progress identified individually
Monitoring Progress	<p>Monitor progress through end of term/year data</p> <p>Moderation – internally, between schools and from the LA</p> <p>Book scrutiny to include disadvantaged pupils</p>

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### Wider strategies for current academic year

Objective	Improve attendance and readiness for learning for disadvantaged children
Barriers	Poor attendance from some disadvantaged children holds back their ability to learn
Actions	<p>Offer payment for all trips for chn in receipt of funding</p> <p>Advertise the offer to ensure we are targeting all pupils (especially those who may not be claiming what they could be)</p> <p>Track the attendance of disadvantaged children, particularly those who are persistent offenders and target individually to offer extra-curricular clubs that may entice them to attend school more regularly</p>
Who	Mrs K Hodkinson and Mrs K Jenkins
Resources 18/19	£2000 inc spend on scheme, books, training and supply cover for training
<b>2019-20 Update Resources</b>	<p>Additional time needed for K.Jenkins to monitor PP attendance half termly.</p> <p>Total money spent on PP children providing clubs and extracurricular activities was £1,122</p> <p><b>20-21 - Continue to identify, track and monitor any PP children whose attendance is below what it should be (use of Sims/Inventory/cPoms and reference to attendance policy)</b></p>
Success Criteria	<p>Increased attendance and therefore better equipped to make progress (specifically target the persistent absentees)</p> <p>Improved relationships with families to ensure a supportive approach not just in terms of just academic progress but offering financial assistance</p>
Monitoring Progress	<p>Track attendance half termly from December each year</p> <p>Attendance 96% or above - 2 children</p> <p>Attendance between 92% and 96% - 6 children</p> <p>Attendance between 92% and 90% - 4 children</p> <p>Below 90% (Persistent absentees) – 6 children</p>

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### Review: last year's aims and outcomes

Aim	Outcome
Progress in Reading, Writing and Maths	<p><b>Based on internal data</b></p> <p>Combined attainment is higher than NA for both ARE and GD with % of children achieving GD greater than non-disadvantaged.</p> <p>Progress cannot be measured due to no SATs taking place.</p>
Progress in Phonics	<p>2 out of 3 children passed phonics screening with another child identified as SEN who was unable to access the test at this time.</p>
Reading Assessments	<p>% of disadvantaged children 'at' rose from 73% in 17/18 to 79% in 18/19 and the exceeding rose from 15% to 32%.</p> <p>% of disadvantaged children 'at' maintained a high standard from 79% in 18/19 to 80% in 19/20 and exceeding rose from 32% to 80%. (1 child did not reach the expected standards)</p>
Targeted children and SEN	<p>In Y6:</p> <p>Progress scores could not be measured due to SATs not taking place.</p> <p>As Writing continues to be the lowest attainment currently, this has been kept as a target for this year.</p>
Attendance for disadvantaged	<p>Only 11% of disadvantaged chn last year had attendance above 96% - not met target of 'no chn' hence the target kept for this year. Covid continues to some negative impacts on some children's attendance with some examples of parental anxiety leading to increased absences during periods that were not lockdown.</p>