

School overview

School name	Rufforth Primary School
Number of students in school	99
Proportion of disadvantaged students	
Pupil Premium allocation this academic year	£13,010
Academic year/s covered by this statement	2019 - 2022
Publish date	30.11.20
Review date	30.11.21
Statement authorised by	Jill Richards
Pupil Premium lead	Kirsty Elcock
Governor lead	Richard Keeling

Disadvantaged students progress scores for last academic year (no 2019/2020 data)

Measure	Score
Reading	Teacher assessment
Writing	Teacher assessment
Maths	Teacher assessment

Disadvantaged student performance overview for last academic year (no 2019/2020 data) **TEACHER ASSESSMENT – MARCH 2020**

Measure	Score
Meeting expected standard at KS2	Maths 100% Reading 100% Writing 100%
Achieving high standard at KS2	Maths 36% Reading 36% Writing 27%

Strategy aims for disadvantaged students

Measure	Actions
Priority 1	All PPG pupils to be at EXS or above based on moderated teacher assessment

Priority 2	Year 6 pupil to gain positive progress from KS1 to 2 in all core subjects
Barriers to learning these priorities address	73% of children on the PPG register also have SEND. 9% of children on the PPG register have EAL. Level of home support during partial school closure. 18% of children on the PPG register are service children and are both high attaining pupils. PPG pupils are less likely to attend after school clubs, despite encouragement and free places from school.
Projected spending	£13,010

Teaching priorities for current academic year

Aim	Target	Target Date
Progress in Reading	EYFS GLD 93%	July 2021
	End of KS1 EXS+ 85%	July 2021
	End of KS2 EXS+ 100%	July 2021
Progress in Writing	EYFS GLD 93%	July 2021
	End of KS1 EXS+ 85%	July 2021
	End of KS2 EXS+ 100%	July 2021
Progress in Mathematics	EYFS GLD 93%	July 2021
	End of KS1 EXS+ 85%	July 2021
	End of KS2 EXS+ 100%	July 2021
Phonics	Y2 Autumn Phonics Screening Check	Dec 2020
	79% phonics pass rate	
	Y1 Phonics Screening Check	June 2021
Other	92% phonics pass rate	
	Y4 Multiplication Check 100%	April 2021

Remember to focus support on disadvantaged students reaching the expected standard in phonics check at end of Y1

Targeted academic support for current academic year

Measure	Actions
Priority 1	Quality Wave 1 teaching and focussed interventions to support catch up and SEN. Close monitoring of data on a regular basis to ensure progress is in line with peers. Access to Lexia intervention to support Literacy skills. Pastoral interventions in place for those children that require wellbeing support. Personalised targets for children with SEND set through appropriate documentation.
Priority 2	Maths booster intervention after school once a week. Support in place for ADHD diagnosis. TA support in place to meet ADHD needs. TA support in place to support pupil passport targets.

	<p>Chromebook loaned in case of school closure.</p> <p>Adapted behaviour policy to support needs.</p> <p>Supervised drop off and collection.</p> <p>Adapted homework arrangements to allow for greater flexibility.</p> <p>Regular wellbeing check ins and support with building friendships.</p>
Barriers to learning these priorities address	Level of SEND for pupil premium children.
Projected spending	£ 10,000(TA Support)

Wider strategies for current academic year

Measure	Actions
Priority 1	<p>Pastoral interventions in place for those children that require wellbeing support.</p> <p>Phonics training for all staff</p> <p>Lexia training for teachers and TAs</p> <p>Autism training for all staff</p> <p>Training to support the use of updated pupil passport documentation.</p> <p>Review of teaching and learning policy to ensure all pupil needs.</p> <p>Pupil voice exercises with linked governor.</p> <p>50% subsidised residential trips.</p> <p>Inclusion Governor training</p> <p>Adapted home learning packs where appropriate.</p> <p>Whole school immersion days for curriculum.</p> <p>Leadership time for PPG lead</p>
Priority 2	<p>ADHD for new Year 6 teacher.</p> <p>Supervised drop off and collection.</p> <p>Regular wellbeing check ins and support with building friendships.</p> <p>50% subsidised residential trips.</p> <p>Whole school immersion days for curriculum.</p> <p>Leadership time for PPG lead.</p>
Barriers to learning these priorities address	<p>Level of SEND for pupil premium children.</p> <p>Addressing limited cultural capital.</p>
Projected spending	£3010

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>High level of SEND</p> <p>New class teacher in Year 5/6 from January 2021 (36% of PPG pupils)</p>	<p>Appropriate support for SEND in place in each class.</p> <p>Thorough transition planning.</p> <p>ADHD training prior to start.</p> <p>Autism training on first day of employment.</p>

Targeted support	Ensuring all pupils receive a broad and balanced curriculum whilst accessing additional support.	After school tuition Balanced intervention timetable that is reviewed regularly.
Wider strategies	Developing whole school CPD priorities to cater for a range of needs.	CPD timetable planned with needs prioritised – ADHD, phonics, Lexia, Autism, CPOMs.

Review: last year's aims and outcomes

Aim

PPG pupils are confident with the writing elements of the English curriculum shown by their summer term 2020 benchmark data point.

All PPG pupil's attendance to be above 96% at the end of 19/20 academic year

To ensure PPG pupils engage in all available activities including extended schools opportunities

Outcome

No summer assessment data. Teacher assessment in Spring 2020.
PPG pupils working at EXS+: 89%

71% of PPG pupils secured attendance of 96% or greater during the 2019/2020 academic year.

All children attended Year 5/6 residential
Swimming clubs and breakfast club did not happen during the Summer Term due to COVID19