

## Repton Manor Primary School Pupil Premium Plan 2021-2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Repton Manor Primary School
Number of pupils in school	472
Proportion (%) of pupil premium eligible pupils	102 (21.6%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2020 - 2023
Date this statement was published	September 2021
Date on which it will be reviewed	September 2023
Statement authorised by	Matt Rawling
Pupil premium lead	Vikki Reeves and Kayleigh Simpson
Governor / Trustee lead	Tamsin Crook

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£123,115
Recovery premium funding allocation this academic year	£3,154
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	<b>£126,269</b>

# Part A: Pupil premium strategy plan

## Statement of intent

As a school community, including all staff, volunteers and the Governing Body we are fully committed to ensuring that children eligible for pupil premium funding are given the same opportunities to be as successful as their peers. We are committed to ensuring that their pastoral, social and academic needs are met in a nurturing environment. We hope to ensure that each child leaves our school ready for their next academic chapter, recognising their strengths and being able to reflect positively on areas of needs. We will aspire to ensure each child feels valued and proud of their progress, whether that be in the classroom, socially with friends or in a sporting activity.

In order to be highly successful in improving achievement for the children eligible for pupil premium, the staff at Repton Manor Primary School will:

- Carefully ringfence the funding so that it is always spent on the targeted group of children.
- Ensure the school staff are aware of who the Pupil Premium children are and ensure that the team are working in collaboration to promote their best interests and accelerate progress.
- Never confuse eligibility for the Pupil Premium children with low ability, and focus on supporting them to achieve the highest levels.
- Draw on research evidence (such as the Sutton Trust Toolkit) and evidence from our own and others' experiences to allocate the funding to the activities that were most likely to have significant impact on improving achievement.
- Be very clear about the importance of ensuring that all day-to-day teaching meets the needs of each child, rather than relying on interventions. Quality First Teaching is paramount.
- Review interventions and strategies to ensure they are meeting the needs of the children and are in their best interests and make adjustments accordingly.
- Make sure that support staff, particularly teaching assistants, are highly trained and understand their role in helping children to achieve.
- Target funding to ensure that all children have access to trips, residential and first hand learning experiences.
- Provide appropriate nurture support to enable children to access learning within and beyond the classroom.
- Ensure that the Senior Leadership Team has a clear overview of how the funding is being allocated and the difference it is making to the outcomes for children.
- Have a clear understanding on spending the Pupil Premium, agreed by governors and publicised on our website.

- Are able, through careful monitoring and evaluation, to demonstrate the impact of each aspect of their spending on the outcomes for children.
- Ensure that children eligible for pupil premium are discussed in all Class Tutorials.
- Ensure that personalised provision is in place for children who are Pupil Premium-eligible and have their barriers for learning identified and educational needs accurately assessed and met.
- Utilise evidence (especially the Education Endowment Foundation Toolkit) to decide which strategies are likely to be most effective in overcoming the barriers to learning.
- Have systems in place which carefully monitor, manage and support good behaviour and attendance for all our children. If poor attendance is an issue, this is addressed as a priority.
- Ensure every effort is made to engage and empower parents and carers in the education and progress of their child.
- Aim to instil an enduring passion for learning in all our children by providing a strong grounding in English and Mathematics and a broad base of skills and knowledge acquired across our rich and varied curriculum.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Limited wider experiences and skills.
2	Attendance, including punctuality.
3	Significant number of children are below age related expectations.
4	28% of Pupil Premium have SEND needs.
5	Children can lack the resilience of their peers.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Ensure Key Stage 1 and 2 children, are given opportunities to 'catch up' through quality first	Achieve outcomes in-line with, or above, national average by the end of KS1 and KS2.

teaching, targeted interventions and precision teaching	Accelerated progress noted.
Support the progress and attainment in reading across the school.	<p>Achieve outcomes in-line with, or above, national average by the end of KS1 and KS2.</p> <p>Accelerated progress noted.</p> <p>Children have developed a love for reading and feel confident reading at their ability.</p> <p>Children entitled to pupil premium will pass the phonics screening in line with the national average or above.</p>
Support the social, emotional and mental health and wellbeing of children eligible for Pupil Premium; enabling them to become more engaged and resilient, independent and confident.	<p>Children are able to positively build upon areas of development.</p> <p>Children are able to access their learning in the classroom with their peers.</p> <p>Children are prepared for transitions and able to successfully move to their “next steps.”</p> <p>Progress in their Boxall Profile scores.</p> <p>High levels of engagement across the school.</p> <p>Children are able to access trips, residential and clubs to build upon their social and emotional development where appropriate.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,014

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Whole school approach and understanding of Pupil Premium children and their challenges.</b></p>	<p>All staff to be able to identify children eligible for Pupil Premium funding.            Whole school to understand the Pupil Premium Plan.            Accelerated progress of Pupil Premium children is a responsibility for all staff.            Staff will recognise their children's specific needs and actively seek support and development where necessary to address them.</p>	<p>1, 2, 3, 4, 5</p>
<p><b>Recruitment of a teacher allocated to support children entitled to Pupil Premium.</b></p>	<p>Accelerated progress for children in receipt of Pupil Premium in KS1 and KS2.            Children are more confident in accessing their learning in the classroom.            Through regular reviews all children's areas of needs are carefully considered.</p>	<p>3,4,5</p>
<p><b>Attachment Training delivered to the pastoral team (8 days) and disseminated to all staff through a twilight session.</b></p>	<p>All staff are able to recognise children who may benefit from attachment strategies.            Staff to have a better understanding of children with attachment needs and are better equipped to support them.            In the longer term children are secure enough to be supported with less adult support.</p>	<p>3,5</p>
<p><b>Behaviour training including de-escalation through Team Teach.</b></p>	<p>New Behaviour Policy written in conjunction with staff ensuring staff 'buy in'.            Children are able to learn in a calm and nurturing environment.            Children are clear with expectations and positive approaches to behaviour allow for children to address their areas of need with confidence.</p>	<p>3,4,5</p>

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £6,384 + Inventions

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Small Group and one to one interventions.</b>	Accelerated progress from the child's starting points. Greater autonomy and confidence in learning moving forward.	3,4,5
<b>Nurture Groups to be part funded through pupil premium funding.</b>	Children accessing nurture will be more able to access the activities of the classroom with less adult support.	1,2,3,4,5

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Allocation of FLO time specific to Pupil Premium attendance including punctuality.</b>	Pupil Premium children's attendance and punctuality in line with national average or above. Children in receipt of pupil premium are able to be in school on time ready for learning.	2
<b>Young Carers group to be run once a week in school.</b>	77% of our Young Carers are in receipt of Pupil Premium. In conjunction with Crossroads Young Carers and Kent Young Carers, a support group is a recommendation to wider social experiences and build resilience. Young Carers recognise the positive attributes associated with their caring role.	1, 5
<b>Pupil Premium children will be able to attend residential, trips and clubs where appropriate to meet their social and emotional needs.</b>	Children have access to wider experiences. Children are able to reflect upon the positives of the activities and build on their resilience when things are challenging. Opportunities to gain social friendships.	1,5

	Children have increased fitness where health may be a concern.	
--	--	--

**Total budgeted cost: £80,083**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*

<p>Priority 1: Ensure Key Stage 1 and 2 pupils causing concern are given opportunities to 'catch up' through quality first teaching, targeted interventions and precision teaching.</p>	<p>Precision teaching was implemented across the school with all relevant staff trained. Further training on language through colour to ensure consistency of provision across the school. After School Tutoring was offered to Pupil Premium children where appropriate and further support was available for SEND/PP children in EYFS and KS1 where online tutoring was not appropriate. Attendance and engagement to these sessions was good and children gained skills and knowledge that was applied to their learning.</p> <p>There was a greater awareness of pupil premium children through targeted meetings with class teachers. This allowed targeted support for specific needs, including support with learning from home. It was ensured that all children had the relevant ICT needed to engage with learning from home.</p>
<p>Priority 2: Support the progress and attainment in reading across the school</p>	<p>The new library was set up and accessible for the children, allowing the introduction of Accelerated Reader. Training was delivered to all staff through a staff twilight session enabling them to support the children with their learning. Accelerated Reader gave greater opportunities to assess children's ongoing progress at their level.</p> <p>Read Write Inc training was delivered through staff training. A Read Write Inc audit was completed and further Read Write Inc resources were purchased to ensure the children had access to a wide range of texts.</p>
<p>Priority 3: Support the social, emotional and Mental Health and Wellbeing of disadvantaged pupils, enabling them to become increasingly more resilient, independent and confident.</p>	<p>Boxall profiles were completed on each child recognising class and individual needs. Targeted support from the PINC team to allow teachers to deliver whole class interventions supporting SEMH. Attendance tracked by the FLO with regular reporting to all stakeholders. Regular check-ins with vulnerable families through 'lockdown' via phone and virtual meetings, ensuring consistency of support. Zones of regulation implemented to help children understand their emotions and responses. Whole school</p>



	bereavement awareness training was offered with 3 staff members now trained in Rainbows Bereavement courses.
--	--

### Externally provided programmes

<b>Programme</b>	<b>Provider</b>
DFE Tutoring	Fresh Start Education
Private Tutoring	Tutor Brittain