



Summary Information			
Academic Year	2020-2021	Total Pupil Premium grant	£42,240
Total number of pupils	303	Number of pupils eligible for Pupil Premium	32
<p>We have very high expectations for what all children can achieve and it is our intention that there is no or very little gap between the progress and attainment of disadvantaged children and all other children. We believe that all children need to be prepared to face the future challenges in the modern world with confidence. To do this, our curriculum is designed to include the key skills for all subjects in the National Curriculum as well as forming children to become RUAH children: respectful, understanding, affectionate and humorous. The PPG funding will provide the support needed to enable disadvantaged children to achieve the aims and skills of both our Curriculum Intent and our Mission Statement.</p>			
1. Academic Support		£29,500	69%
2. Personal Development		£9,500	22%
3. Other Pastoral Support		£3,500	9%

1. Academic Support: Quality of Education					
Year group	Objective	Reason	Actions	Allocation	Impact
Whole School	To improve children's early reading ability.	<ul style="list-style-type: none"> Significant gaps in phonics and reading fluency due to lockdown in KS1 and Year 3. 60% of children regressed in Phonics between Reception to Year 1, then Year 1 to Year 2. 6 children in Year 6 currently learning Phase 2, 3, 4 phonics. 	<ul style="list-style-type: none"> Phonics intervention groups 5x mornings a week. All PP children given a Key Worker to read to everyday. Purchase phonics resources to support Year 3. Provide bespoke Letters and Sounds phonics training. 	<p>£13,500</p> <p>Actual spend: £8,450</p> <p>Surplus: £5,050</p>	<ul style="list-style-type: none"> Improvement in the consistency of phonics teaching as a result of L&S phonics training by external provider. All PP children heard to read every day by Key Worker KS1: 6/7 children working within expected level for year group. KS2: 20/31 children working within expected year group, 7/31 working at the beginning of their year group, 1/31 working below the level for their year group.
Whole school	To improve children's fluency in reading.	<ul style="list-style-type: none"> Lack of support for reading at home during lockdown. 	<ul style="list-style-type: none"> All PP children given a Key Worker to read to everyday. After school reading club to commence (when appropriate) 4x days a week 3-3.30pm. 	<p>£5,000</p> <p>Surplus: £2,700</p> <p>Carry over: £2,300</p>	<ul style="list-style-type: none"> No club until the summer term due to COVID restrictions. 94% of children attended reading club. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Continue with afterschool reading club from September.

					<ul style="list-style-type: none"> Source new material for reading club.
Whole School	To improve children's breadth and depth of reading.	<ul style="list-style-type: none"> Gap of 6% in statutory reading results at KS2. 	<ul style="list-style-type: none"> English leaders to liaise with English Advisor and Peters book store to identify the most suitable high-quality text for each curriculum topic. Purchase high-quality texts. Introduce Bookflix from the 5 Plagues of Reading. 	<p>£5,000</p> <p>Actual spend: £5,150</p> <p>Surplus: £0</p>	<ul style="list-style-type: none"> 15 copies of high-quality texts purchased for each phase. Texts matched to curriculum topics and used for Guided Reading and as excellent examples for writing. All PP children provided with copy of each text to pre-read before the start of the each term. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Continue to provide pre-reading material for each English unit. Provide pre-reading material for other topic-related fiction and non-fiction books. Research other reading incentives.
Whole School	To improve teacher's assessment and feedback in writing.	<ul style="list-style-type: none"> All PP children to be at the expected level or higher in all year groups. No PP children achieved greater depth in writing. 	<ul style="list-style-type: none"> Whole school moderation and sharing of good practice. Teachers to team teach lessons and identify areas for improvement. Support from the English Leader on how to improve feedback. 	<p>£2,000</p> <p>Actual spend: £2,000</p> <p>Surplus: £0</p>	<ul style="list-style-type: none"> Training provided by AHT and HT for all staff. AHTs provided support in lessons to identify gaps in writing knowledge. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Regular whole-staff writing moderation with particular focus on PP children. Track children at expected level for writing to challenge towards achieving GD by providing vocabulary and reading material to use particular author's style.
Whole School	To provide curriculum enrichment activities: sport, music, drama, swimming.	<ul style="list-style-type: none"> Limited attendance at clubs and other enrichment activities. 	<ul style="list-style-type: none"> Provide piano lessons to PP children. Fund children's places at sporting afterschool clubs. Fund children's transport to swimming. 	<p>£4,000</p> <p>Actual spend: £5,560</p> <p>Surplus: £0</p>	<ul style="list-style-type: none"> No swimming due to pool closure (COVID). 72% of PP children attended at least 1 after school sports club. 3 children funded for piano lessons. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Fund additional swimming sessions.

					<ul style="list-style-type: none"> Track attendance at afterschool sports clubs and raise % to over 85%. Fund private piano lessons for all PP children who wish to learn. Fund alternative instrument lessons based on interests.
--	--	--	--	--	---

2. Personal Development

Year group	Objective	Reason	Actions	Allocation	Impact
Whole School	To improve children's knowledge of positive mental health and management of emotions.	<ul style="list-style-type: none"> Visible effect from national lockdown and limited support at home. 	<ul style="list-style-type: none"> Small group work with specialist TA on Zones of Regulation and managing emotions. Art Therapy with specialist TA. CPD for class teachers on strategies to promote positive mental health in the classroom. 	£6,500 Actual spend: £2,400 Surplus: £4,100	<ul style="list-style-type: none"> Small group work throughout the year with specialist TA when needed. Children showed increased knowledge of how to manage emotions and children in KS2 are developing higher levels of maturity. Actions for 2021-2022: <ul style="list-style-type: none"> Art Therapy with specialist TA for children identified as needed further support after lockdowns. Further CPD for class teachers and support staff on Zones of Regulation.
Whole School	To improve children's commitment to RUAH and support them to achieve silver and gold awards.	<ul style="list-style-type: none"> Limited children achieving gold (community) and silver (school) awards compared to bronze (classroom). 	<ul style="list-style-type: none"> CPD for teachers on raising the profile of RUAH in the classroom and around the school. Yearly timetable with planned events highlighted to enable children to achieve their gold award (community). 	£500 Actual spend: £0 Surplus: £500	<ul style="list-style-type: none"> Limited opportunities to support children to achieve their gold award due to COVID restrictions. 68% of PP children achieved their gold award, with 100% of children achieving at least 2/3 gold stars. Actions for 2021-2022: <ul style="list-style-type: none"> Provide wider opportunities for children to achieve gold (community award).
Whole School	To improve children's knowledge of personal achievement.	<ul style="list-style-type: none"> Children are limited when discussing their personal achievements. 	<ul style="list-style-type: none"> Purchase Personal Development folders for all children. 	£2,500 Actual spend: £5,560	<ul style="list-style-type: none"> Personal Development folders purchased but not launched due to school closure in Spring 2021. Actions for 2021-2022:

			<ul style="list-style-type: none"> Promote personal development folders as a whole-school initiative to encourage children to understand their achievements. 	<p>Surplus: £0</p>	<ul style="list-style-type: none"> Introduce Personal Development folders as a tool for children to recognise their personal achievements as well as academic achievements.
--	--	--	---	--------------------	--

Other Pastoral Support

Year group	Objective	Reason	Actions	Allocation	Impact
Whole School	Provide uniform	<ul style="list-style-type: none"> Not all PP children are wearing the correct uniform. Children to feel a sense of belonging and pride when wearing the uniform. 	<ul style="list-style-type: none"> Investigate number of children who need uniform and what particular items are needed. Purchase uniform from suppliers. 	<p>£1,000</p> <p>Actual spend: £1,430</p> <p>Surplus: £0</p>	<ul style="list-style-type: none"> Uniform provided for all PP children in the school. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Provide uniform at the start of the Autumn Term. Continue to monitor uniform provision for all PP children throughout the academic year.
Years 5 and 6	Educational Visits: residential trip to Kingswood.	<ul style="list-style-type: none"> Children need to have a life-experience of an action and adventure residential. Not all PP children attend due to the cost. 	<ul style="list-style-type: none"> Investigate which children in Yrs 5&6 who would like to attend the residential. Contact parents for permission. 	<p>£1,200</p> <p>Actual spend: £1,350</p> <p>Surplus: £0</p>	<ul style="list-style-type: none"> 4 children in UKS2 received funded places for Kingswood. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Fund places for LKS2 residential.
Years N-Y4	Educational Visits	<ul style="list-style-type: none"> Parents cannot afford to fund trips. 	<ul style="list-style-type: none"> Contact individual parents to offer to fund educational visits when organised after Christmas. 	<p>£500</p> <p>Actual spend: £780</p> <p>Surplus: £0</p>	<ul style="list-style-type: none"> Funded places for children in all year groups for trips, however, amount and location of trips restricted due to Covid. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Improve the number of educational visits for all children to support curriculum knowledge.
Whole school	Breakfast Club provision	<ul style="list-style-type: none"> Selection of children need Breakfast Club provision. 	<ul style="list-style-type: none"> Offer funded places to children who need extra support in the mornings. 	<p>£800</p> <p>Actual spend: £1,240</p> <p>Surplus: £0</p>	<ul style="list-style-type: none"> 5 places at Breakfast Club funded. <p>Actions for 2021-2022:</p> <ul style="list-style-type: none"> Continue to fund breakfast club places. Invite additional children to attend breakfast club for social interaction time.

Funding Summary

Funds allocated	Total Spend	% of allocated funds spent
Academic Support: £29,950	£22,060	74%
Personal Development: £9,500	£7,960	84%
Other Pastoral Support: £3,500	£4,800	137%
Total	£34,820	
Total funds carried over to 2021-2022	£7,420	