

Pupil premium strategy / self-evaluation (primary)

1. Summary information					
School	Ryders Hayes School				
Academic Year	2020/21	Total PP budget	£124197	Date of most recent PP Review	Sept '19
Total number of pupils	507	Number of pupils eligible for PP	101	Date for next internal review of this strategy	Sept '20

2.	Current attainment (2018-19 only available data due to Covid-19)				
PP 13 pupils from cohort of 61	National PP score	National score	Pupils eligible for PP Ryders	Pupils not eligible for PP Ryders	ALL children (PP & Non PP) Ryders
% achieving expected standard or above in Reading, writing & maths	RWM - 51%	RWM - 65%	RWM - 45%	RWM – 82%	RWM – 75%
	Reading – 64%	Reading – 73%	Reading – 69%	Reading – 86%	Reading – 82%
	GPVS- 67%	GPVS- 78%	GPVS – 55%	GPVS - 80%	GPVS – 75%
	Writing – 67%	Writing –78%	Writing – 85%	Writing – 88%	Writing – 87%
	Maths – 64%	Maths – 79%	Maths – 100%	Maths – 100%	Maths – 100%
progress in Reading (as measured in the school) *validation awaiting			-1.00	-0.95	-0.04
progress in Writing (as measured in the school) *validation awaiting			2.71	0.61	1.23
progress in Mathematics (as measured in the school) *validation			2.89	2.47	2.20

3. Barriers to future attainment (for pupils eligible for PP)	
Academic barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Oral language skill/ Language First principles across school. Lower for pupils eligible for PP than for other pupils. This slows progress in RWM in subsequent years.
B.	PP to be in line or above children not PP Nationally across Reading, Writing, Maths and combined RWM.
C.	Extra-curriculum and wider opportunity experiences and work with families to further support PP children; enhancing and enthusing learning.

Additional barriers <i>(including issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP, we need to continue to monitor this, as we know that poor attendance reduces school hours and causes children to fall behind.
E.	Monitoring attainment and progress of children who are PP and SEND

4. Intended outcomes <i>(specific outcomes and how they will be measured)</i>	
A.	Improve oral language skills and Reading for pupils eligible for PP across school.
B.	PP to be in line or above children not PP Nationally across Reading, Writing, Maths and combined RWM-with a focus on Reading. *Support with personal study to address gaps after/during COVID-19
C.	To continue to ensure that every child has the opportunity to take part in enrichment and extracurricular activities to broaden their life experiences (Including Art and Music wider opportunities) and raise aspirations for social mobility through our life-skills bespoke curriculum – careers programme.
D.	Increase/Maintain attendance rates for pupils eligible for PP.

5. Review of expenditure

Previous Academic Year		2019/2020		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Priority A - Further Improve oral language skills for pupils eligible for PP across EYFS and KS1 through Reading and learning conversations	<ul style="list-style-type: none">- Children embrace the enjoy of Reading through exposure to quality, interesting and inspiring texts.- All staff use the language first principles (radiator, magnet and communicator) to draw out quality conversations and develop a strong base for language in their classes.- Children have a secure and confident use of language to express and debate their opinions and views.- Quality of spoken language transfers into Writing	<ul style="list-style-type: none">- Quality first teaching - use of language first principles to develop and create high quality conversations/discussions	School to further embed Language First principles across the curriculum providing intentional opportunities for learning and exploration. Outcomes show significant change in teacher confidence and growth, and particular impact for disadvantaged group (well above national in EYFS even after 2 terms)	£10000
		<ul style="list-style-type: none">- SALT as an important aspect to tackle S&L issues in EYFS – assessment and baseline of communication and language using WELLCOMM and NELI to support individual children.- Highlighting concerns with SALT and support provided were relevant either Therapist or our TAs	School to further embed SALT principles in EYFS and to continue to utilise WELLCOMM and NELI and continue to highlight concerns. NELI now recognised by EEF as highly secure intervention giving 3+ months progress.	
		<ul style="list-style-type: none">- Continued staff CPD (regular PLD sessions and sharing of exemplary practise)	To continue to utilise the expertise of our staff in order to improve the support given to out PP children.	
		<ul style="list-style-type: none">- 'Soap boxes' to be used throughout school for children to share their views and practice public speaking- KS2 Debating team to meet regularly and compete with schools termly.	Continued across school and intention to provide more opportunities. Debating found to be highly effective in developing language and critical thinking – active positive discrimination to encourage disadvantaged children to take part.	
		<ul style="list-style-type: none">- Weekly class learning walks and lesson observations	Continued across school and intention to provide more opportunities.	
		<ul style="list-style-type: none">- Pupil voice	Continued across school by all subject leaders and PP lead and PLT.	
		<ul style="list-style-type: none">- Data coaching	School to continue as data coaching provides a clear picture of what each child/class/year group is and what needs areas/topic focus needs to be addressed for the next term/unit of work. Linked to one page profiles and SEND/PP	
		<ul style="list-style-type: none">- English subject monitoring	English lead will continue as this is vital to ensure that the gaps are being closed. Continue to improve school attainment and progress.	

<p>Priority B –</p> <p>To achieve 90% attainment in Reading, writing and Maths for most pupils and to ensure good progress for all</p>	<p>- Learning profile completed for all Pupil Premium children to understand their strengths and barriers to learning</p> <p>- ‘Hooks’ for learning created through pupil interests and appropriately target provision</p> <p>- Quality first teaching - any teacher needs addressed/supported through coaching</p> <p>- PP children working collaboratively in supported groups with TAs (Improved progress for PP children address any gaps/ misconceptions)</p> <p>- AfL outlined by teachers in ALPs books enable misconceptions to be quickly addressed.</p> <p>-Feed forward assessment</p> <p>-Address gaps identified in understanding</p> <p>- PP children supported weekly with English SLE around a focus ext. These will be purchased for children to work on and then keep afterwards.</p>	<p>As a result of the profiles children will:</p> <ul style="list-style-type: none"> - receive targeted support - Pupil Premium children are tracked across school, effective interventions adapted ensure the children make strong progress - Weekly learning walks in class (and with TA groups) - Pupil conversations - Pupil books 	<p>Continue to track pupils and feedback to staff at regular intervals and at SLG meetings</p>	£10000
		<ul style="list-style-type: none"> - PP standing item for fortnightly phase meetings - Class profiles and intervention ½ termly class lists 	<p>Continue when phase meetings are held, with main focus on year group meetings (new for September 2020) as it is beneficial to all members of the team and they are more aware of the needs of the PP children.</p>	
		<ul style="list-style-type: none"> - Feedback from teachers to highlight misconceptions or 'gaps' in learning quickly addressed through intervention groups. 	<p>Feed forward techniques used well - children know what to build on quickly in the next lesson</p> <p>ALP books capture AfL and have been adapted again for 2020/21</p>	
		<ul style="list-style-type: none"> - Phonic booster group 'Breakfast with Fred' to support children working towards phonic assessment - Additional teacher employed to teach targeted groups of children requiring a smaller group or revisiting of concepts. 	<p>‘Breakfast with Fred worked extremely well earlier in the year. Due to Covid this did not take place this year, but PP children were offered 1:1 daily tutoring and also had access to a qualified teacher for 1 hour every week during COVID. Catch up tutoring will be used to support these children falling below. All children will experience recovery curriculum to support phonics in September.</p>	
		<ul style="list-style-type: none"> - Misconceptions quickly addressed so children learning is secure. - Evidence collated via ALPs book 	<p>Feed forward techniques used well - children know what to build on quickly in the next lesson</p> <p>ALP books capture AfL and have been adapted again for 2020/21. Daily ‘Catch up’ delivered by class teacher in September, based upon EEF principles for maximum impact.</p>	
		<ul style="list-style-type: none"> -Weekly TA professional development 	<p>To continue to utilise the expertise of our staff in order to improve the support given to out PP children, using twilight directed time.</p>	
		<ul style="list-style-type: none"> - MITA principles monitored and consistent across school 	<p>Performance management feedback from teaching assistants outlines improved confidence and effectiveness across school – based upon EEF research.</p>	
		<ul style="list-style-type: none"> - Termly data coaching discussions 	<p>School to continue as data coaching provides a clear picture of what each child/class/year group is and what needs areas/topic focus needs to be addressed for the next term/unit of work</p>	

	- Support PP pupils not completing home learning and specific targets based on 'gaps' in knowledge - Home learning club offered once per week - Provision of resources provided/available to use at home - Subscription to online learning platforms such as Timetable rock stars and Active Maths	- Achievement of personalised targets	Continue to use personal planners which record their targets – shared with parents	£10000
		- Study skills developed	Continue to use support materials added to Pupil planners assisting with homework Develop more opportunities to invite to weekly study support. Daily personal study and catch-up as appropriate, overlaid with 1:1 disadvantage tuition.	
		- Developing independence for learning in preparation for KS3	One to one coaching for Year 6 with staff members in preparation for their transition to KS3 and end of Key Stage assessments. -due to Covid this was done remotely.	

ii. Targeted support

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Priority C – To further develop experiences of the world around them, building past experiences and equipping them for the future - ensure that all Pupil Premium children fully participate in school trips and enrichment days - Encourage more Pupil Premium children to take up the opportunity to learn a musical instrument	- Curriculum broadened and personal experiences gained through trips, visits and residential activities. - Children have a greater understanding of concepts after 'experiencing for themselves' - Children strengthen curricular links across subjects throughout school building on previous experiences PP children in Y5 have an experience camping out with a camp fire Subsidised residential and overnight experiences - Growth Mind-set strategies across school. Embedded through Ryders four 'Learning Characters' children from Pre-school upwards develop their resilience and embrace challenge. - Children understanding and applying 'Mindfulness' in their everyday life to support their mental wellbeing. Measured by and	- Activity passports placed into planners - for Parents, TAs, teacher to use and track experiences.	- Activity passports have been added to pupil planners to support families investigating and using resources within the local area-this will continue	
		- Support PP children across school through supporting these experiences via school- such as open air cinema night (September), carnival parade (July)	- Trips and visits ensure that children continue to receive an enhanced and broad curriculum. Summer activities did not take place due to Covid, however all PP children were offered 1:1 daily tutoring and 1 hour a week with a Qualified teacher.	
		- School working with Parental association (FORH to continue to link and relationships between families and school) planned events such as summer picnic, family learning sessions, discos, fetes and fayres. - Continued across school and intention to provide more opportunities to share and educate parents.	Continue to build on this as the FORH continues to grow. Provide more opportunities to share and educate parents.	

	<p>improved score across the factors within the Resilience Doughnut.</p> <ul style="list-style-type: none"> - Ryders Hayes is a Careers Hub raising aspirations for all learners and exposing children to the diverse range within the working sector. - Year 5 visit to Grammar provision able for all PP children to experience differing educational setting alongside the opportunity for funded tutoring to prepare for 11+ - Early Years continued Forest school curriculum (Children experiencing activities progressing in KS2) 	<p>- Mindfulness to continue weekly. Resilience doughnut</p>	<p>Continued across school and intention to provide more opportunities to share and educate parents.</p> <p>Weekly Mindfulness sessions</p> <p>Coaching and self-esteem programmes available via Pastoral lead</p> <p>Resilience doughnut no longer meets our children's needs.</p>	£5000
		<p>- Pupil voice</p>	<p>Pupil voice captures the impact of visitors and professional in school. Whole school Careers' curriculum rolled out across school Reception to Year 6 as Ryders Hayes operates as lead school for Primary Black Country Careers Hub 2030, also supporting other schools. 8 sector experiences have been delivered to raise aspirations and social mobility as well as tackling stereotyping issues. Children and parents report raised aspirations. This will continue to grow next year with further curriculum development.</p>	
		<p>- Continued links with KS3 settings and Grammar school. PP children offered tuition opportunities from Summer 2019 in preparation for secondary entrance examinations.</p>	<p>One to one coaching for Year 6 with staff members in preparation for their transition to KS3 and end of Key Stage assessments- done remotely</p>	
		<p>- Increase language and variety in writing after understanding after 'experiencing' moments themselves</p>	<p>Oracy led by two Qualified teachers across school and talk time introduced successfully</p>	
	<ul style="list-style-type: none"> - To further develop experiences of PP in line with non PP children - Ensure that PP children develop their skills across the breadth of the curriculum - Children inspired by 'Arts' representatives visiting and performing in school 	<ul style="list-style-type: none"> - All PP children have the opportunity to have weekly music lessons - Children loan an instrument from school. - Local concerts and performances planned – summer fete, performances in school, taking part in local events such as Music for all at Lichfield Cathedral. 	<p>Good take up of musical instruments and a number of concerts performed up until March 2020 (due to COVID)</p>	
<p>Priority D –</p> <p>Maintain improved PP attendance</p>	<p>High standard continued for PP attendance (2017/18 93% and 2018/19 95.1%)</p>	<ul style="list-style-type: none"> - Monthly tracking and EWW visits where required. - Tracking of families - Termly attendance rewards - Weekly attendance information shared via the newsletters <p>Communication with parents regarding holidays and lessons/minutes lost)</p> <p>Families assisted where required through Pastoral Support in school</p>	<p>Improved attendance through active targeting of families with Pastoral Lead and Attendance Consultant. Families assisted where required through Pastoral Support in school</p> <p>PP children were monitored closely by members of SLG to ensure they had access to online/remote learning</p>	£10000

i. Other approaches				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Family engagement	Family engagement of vulnerable families increased	Pastoral lead full time in school; Building links with families and improved engagement in school (parents meetings and evening) Coaching and mentoring of pupils Signposting for families Liaising with agencies/appointments	Supporting families who previously have struggled to engage with school Improved punctuality and attendance Pastoral Lead and Deputy Head of school instrumental in ensuring all vulnerable children were well and safe by making daily contact with those children who were working remotely from home during COVID. Some disadvantaged parents engaged with 1:1 on-line tuition.	£51500
Pupils well being	School a safe place for children where they feel physically and mentally secure	Weekly Mindfulness sessions Coaching and self-esteem programmes available via Pastoral lead	Summer term change due to COVID 1:1 daily tuition offered to all PP children and 1 hour a week from a qualified teacher. Food parcels and vouchers for all disadvantaged families throughout holidays to end of Summer Term. Provision of uniform where required. All eligible families received a laptop and dongle under DfE scheme All children inducted back into school to meet new teacher before end of term.	£1000
			Total cost -£102500	

6. Planned expenditure

Academic year

2020/2021

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PRIORITY A Further Improve oral language skills for pupils eligible for Pupil Premium	<ul style="list-style-type: none"> -Help our children to understand how we plan to address the gaps in their learning together and help them to cope with loss of learning; time in school and opportunities - to re-engage as learners. -Make the skills of learning in a school environment explicit to reskill and rebuild their confidence as learners (metacognition) -Upskill our pupils as independent learners in Personal Study time, so that they can be resilient and continue to learn in the face of local lockdown and remote learning once again. -Space to be – to rediscover themselves and their voice (using our vision for Oracy, additional <i>Talk Time</i> and our Oracy Framework, creating opportunities across the curriculum for reintegration) -Use the expertise of our subject leaders to identify core skills and knowledge which must be learnt, as well as making space for re-teaching and embedding of skills and knowledge lost in Summer Term, identified through expert assessment for learning -Continue to develop and strengthen our partnerships with parents 	<ul style="list-style-type: none"> - Children will learn best when they are interested and engaged. - Reluctant learners have said in pupil voice discussion they are 'more intrusted if it something they enjoy' <p>EEF June 2019 guide Feedback and monitoring https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</p> <p>EEF Collaborative learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=collaborative%20learning</p> <p>EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p>	As a result of the profiles children will: <ul style="list-style-type: none"> - receive targeted support - Pupil Premium children are tracked across school, effective interventions adapted ensure the children make strong progress - Weekly learning walks in class (and with TA groups) - Pupil conversations - Pupil books - PP standing item for fortnightly phase/year group meetings - Class profiles and intervention ½ termly class lists - Feedback from teachers to highlight misconceptions or 'gaps' in learning quickly addressed through intervention groups. - Phonic booster group 'Breakfast with Fred' to support children working towards phonic assessment - Additional teacher employed to teach targeted groups of children requiring a smaller group or revisiting of concepts. - Misconceptions quickly addressed so children learning is secure. Weekly TA professional development - MITA principles monitored and consistent across school - Evidence collated via ALPs book - Termly data coaching discussions -Ongoing review of Pupil Premium (implementation of external review findings). Provision of extended, tailored support to vulnerable families and children in need to safeguard children and families. -All children will have a folder of Knowledge Mats which they can take home for home learning 	Teachers Phase Lead AHTs PP Leader SLG Targeted intervention groups HL	<ul style="list-style-type: none"> - Termly Parents evenings - Termly through data coaching meeting with year groups and tracking of pupils - Termly class profile tracking -Review of use of Knowledge Mats

<p>PRIORITY B</p> <p>To achieve 90% attainment in Reading, writing and Maths for most pupils and to ensure good progress for all</p> <p>*Support with personal study to address gaps after/during COVID-19</p>	<p>-Learning through a mastery curriculum designed specifically for Ryders Hayes' children, with key drivers at the core of all teaching and learning, and ambitious developments in relation to cultural capital; STEM and skills for life.</p> <p>Close the gap between PP and non-PP through catch-up programme in September and 1:1 disadvantaged pupil tutoring.</p> <p>Free tutoring for 11+ examination for able PP children, so that they have their entitlement to access to grammar-school education if they so chose (again narrowing the gap)</p>	<p>- Children will learn best when they are interested and engaged.</p> <p>- Reluctant learners have said in pupil voice discussion they are 'more intrusted if it something they enjoy'</p> <p>EEF June 2019 guide Feedback and monitoringhttps://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</p> <p>EEF Collaborative learning https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/collaborative-learning/?utm_source=site&utm_medium=search&utm_campaign=site_search&search_term=collaborative%20learning</p>	<p>As a result of the profiles children will:</p> <ul style="list-style-type: none"> - targeted support - Pupil Premium children are tracked across school, effective interventions adapted ensure the children make strong progress - Weekly learning walks in class (and with TA groups) - Pupil conversations - Pupil books - PP standing item for fortnightly phase meetings - Class profiles and intervention ½ termly class lists - Feedback from teachers to highlight misconceptions or 'gaps' in learning quickly addressed through intervention groups. - Phonic booster group 'Breakfast with Fred' to support children working towards phonic assessment - Misconceptions quickly addressed so children learning is secure. <p>Weekly TA professional development</p> <ul style="list-style-type: none"> - MITA principles monitored and consistent across school - Evidence collated via ALPs book - Termly data coaching discussions <p>-Assess and identify gaps in learning due to partial school closure and provide responsive teaching, alongside focused tuition to close the gap and restore lost skills and knowledge.</p> <ul style="list-style-type: none"> -High expectations throughout the day – making every moment count, across a broad and balanced, high quality, curriculum offer. -Purchase chromebooks for all PP children in KS2 -Responsive daily tutoring, delivered by the class teacher, within the school day, with no increase for teacher workload. -Groupings determined by daily Assessment for Learning (AfL) for maximum agility -Individual catch up for vulnerable children from DfE funding according to individual need – direct instruction with pre- and post-teaching. -Grammar school tuition – more children able to sit entrance exam and be accepted into local grammar schools. 	<p>Teachers Phase Lead AHTs PP Leader SLG</p> <p>Targeted intervention groups HL</p> <p>Grammar school tuition-AJ</p>	<ul style="list-style-type: none"> - Termly Parents evenings - Termly through data coaching meeting with year groups and tracking of pupils - Termly class profile tracking
Total budgeted cost					£45,000

ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PRIORITY C -To further develop experiences of the world around them, building past experiences and equipping them for the future -Ensure that all Pupil Premium children fully participate in school trips and enrichment days -Encourage more Pupil Premium children to take up the opportunity to learn a musical instrument	-Achievement of Arts Award (KS2 - Discover & Explore Level – Individual Pupil Award by Trinity College, London with a cross-curricular focus.) -Using P.E. and our healthy living approach to educate and involve children in creating healthy lifestyle habits and improved mental health. -Embedding of a Primary Careers’ Curriculum for all our children, through our work as lead school in Black Country Primary Careers Hub 2030, to raise aspirations and deepen children’s understanding of: -the soft skills required for the world of work and how to develop them; - challenging stereotyping - career exploration across 8 sectors in the Black Country in 2030, apprenticeship, FE/HEI routes into world of work - broadening horizons (rather than narrowing career choices) -Building ever stronger partnerships with industry, commerce, local agencies, volunteers and community organisations to bring new experiences, skills and expertise into school.	EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/arts-participation/	- All PP children have the opportunity to have weekly music lessons Year 3 and 5 children achieve Discovery and Explore within Arts Award and are able to demonstrate their growth in understanding and cultural capital. - Children loan an instrument from school. - Local concerts and performances planned – summer fete, performances in school, taking part in local events such as Music for all at Lichfield Cathedral. - Music groups available as extracurricular learning afterschool Analyse feedback from teachers; pupils and parents (pre-post surveys) and children’s responses and aspirations for the future, as well as children’s understanding of the world of work and the opportunities open to them in 2030. Assess the number of children who are interested in apprenticeships; FE; HEI and furthering their learning beyond school. Children are able to communicate effectively with the visitors in school as a result of the Careers Programme and ask considered and insightful questions (feedback from employer/employee volunteers)	Music Lead Art Lead	- Termly attendance registers - Pupil feedback - Parental views
PRIORITY D Increase/Maintain attendance rates for pupils eligible for Pupil Premium.	-To target traditionally poor attendees to establish positive routines for autumn term -To support vulnerable families where routines have not been maintained during lock down -To educate parents and pupils about the importance of being in school every day for pupils’ well-being; learning and rapid progress to close gaps. -To help and reassure families who are anxious about returning to school.		- Monthly tracking and EWW visits where required. - Tracking of families - Termly attendance rewards - Weekly attendance information shared via the newsletters Communication with parents regarding holidays and lessons/minutes lost) Families assisted where required through Pastoral Support in school	Dawn Thompson, Attendance Consultant Pastoral lead WMcD SLG	Weekly attendance registers -Termly attendance rewards - Termly Pupil Learning passports
Total budgeted cost					£34,197

iii. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Wellbeing and Mental Health	<p>-To create the best conditions for learning for every pupil (safe; happy; engaged and resilient positive mental health. To build a personalised response to every child who has experienced loss.</p> <p>-Overcome barriers to learning as a result of COVID; dealing with loss of routine; friendship; opportunity and freedom causing anxiety; trauma and bereavement responses. Increase pastoral offer and signpost rapidly to supporting agencies as required.</p> <p>-Provide layered; tailored mental health support for children acting to repair and protect those experiencing more severe symptoms, either as a direct or indirect result of COVID (DV; young carer; attachment; deterioration of adult relationships; economic hardship; vulnerable child)</p> <p>-Reintroduce routine and infrastructure of school day along with behavioural expectations for pupils; parents and staff.</p> <p>-Begin work with our mental health practitioner and pastoral lead to design a bespoke pro-active programme of whole-class sessions; group and individual support for the needs of our whole school community to prevent the need for referrals to CAMHS/adult mental health services.</p>	<p>EEF https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/social-and-emotional-learning/</p> <p>DfE Mental Health and behaviour in schools Nov 2018 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools.pdf?_ga=2.209848213.1489794585.1566933008-1091499964.1496864682</p>	<p>-Weekly Mindfulness sessions</p> <p>-Coaching and self esteem programmes available via Pastoral lead</p> <p>- All PP children to be appointed a school mentor (member of SLG) to meet with weekly across the year and have as a supporting role model in school</p> <p>- Play therapy available in school through visiting councillor</p> <p>-Bespoke programme for vulnerable children that need to develop their resilience, confidence and self-esteem outdoors. -</p> <p>- Early and Knight Ryders before/after school provision (30 hours Pre-school too) available to support families with child care</p> <p>Attendance at Bereavement Support Station and engagement with other support services (feedback from trained staff)</p> <p>Response to small group and individual emotional support – Pastoral Lead.</p> <p>Engagement with Mental Health Practitioner, based in school for 1 ½ days from Autumn half-term to reduce referrals to next tier (CAMHS) through whole class; small group; 1:1 and staff training.</p> <p>All children with COVID-related anxieties able to return to school.</p> <p>Staff confident to deal with low level mental health issues and prevent escalation</p>	<p>All staff</p> <p>Pastoral Lead WMcD</p> <p>Mental Health First Aiders – WMcD and VD</p> <p>Head Teacher is trained councillor via St Giles Hospice SENco</p> <p>Forest School Teachers</p>	<p>- Weekly mindfulness sessions feedback</p> <p>- Pupil voice</p> <p>- Information recorded via 'My concern'</p>
Total budgeted cost					£45,000

1. Additional detail

PP children 2019.2020 (Most up-to-date validated data)

Attainment – KS2 2019	EXS %	National %	GDS %	National %
Reading ALL	82	75	23	28
Reading PP (11 children)	64	64	9 (-9%)	18
Reading Non PP	86	80	26	33
GPVS ALL	75	78	20	34
GPVS PP	55 (-12%)	67	18 (-6%)	24
GPVS Non PP	80 (-2%)	82	20	39
Writing ALL	87	78	28	20
Writing PP	82	67	27 (+ 16%)	11
Writing Non PP	88	83	28	24
Maths ALL	100	76	28	24
Maths PP	100	64	9 (-5%)	14
Maths Non PP	100	81	32	28
RWM Combined ALL	75	64	15	10
RWM Combined PP	45 (-6%)	51	0 (-4%)	4
RWM Combined Non PP	82	70	18	12

** data for year-end July 2019 e.g. Y5 listed below would have been Y4 at time of assessment)*

	Number of children	Boys	Girls
R			
Year 1	4 (6%)	1	3
Year 2	12 (17.5%)	8	4
Year 3	12 (17.5%)	6	6
Year 4	10 (14%)	7	3
Year 5	13 (19%)	4	9
Year 6	18 (26%)	6	12
	Total = 69	32 (46%)	37 (54%)
<i>(Y7) 2019 leavers</i>	13		

	READING	No data	WTS (Below)	EXS	GDS	Average points progress
/4	Year 1	4				
/12	Year 2	2	4	6	0	6.33
/12	Year 3	1	2	7	2	6.2
/10	Year 4	1	2	6	1	6
/13	Year 5	1	2	6	4	5.45
/18	Year 6	1	8	5	4	5.69
69	total	10	18 (31%)	30 (51%)	11 (18%)	5.9 Av

	WRITING	No data	WTS (Below)	EXS	GDS	Average points progress
/4	Year 1	4				
/12	Year 2	2	5	5	0	6.17
/12	Year 3	1	4	6	1	6.6
/10	Year 4	1	4	4	1	6
/13	Year 5	1	3	8	1	6.73
/18	Year 6	1	8	7	2	5.94
69	total	10	24 (41%)	30 (51%)	5 (8%)	6.3 Av

	MATHS	No data	WTS (Below)	EXS	GDS	Average points progress
/4	Year 1	4				
/12	Year 2	2	4	6	0	6.33
/12	Year 3	1	2	7	2	6.3
/10	Year 4	1	2	5	2	6.14
/13	Year 5	1	3	5	4	5.55
/18	Year 6	0	7	8	3	6.06
69	total	9	18 (30%)	31 (52%)	11 (18%)	6.1 Av

Analysis -

- Reading for PP children Y4 and Y5, PP Reading progress in Y4 and Y5
- Writing for PP children Y5,
- Maths for PP children Y4, PP Mat PP GDS in Writing (in comparison to Reading and Maths)

Pupil Premium Grant allocation 2020/2021

Pupil Premium category	Funding
Total number of pupils eligible for PP Nursery funding	£302
Pupils in Year groups Reception to Year 6 recorded as 'Ever 6' free school meals	£1324
Looked-after pupils (CLA) defined in the Pupils Act 1989 as 'one who is in the care of, or provided with accommodation by, English Local Authority.	£2345
Pupils who have ceased to be 'looked after' by the Local Authority in England and Wales because of adaption, special guardianship, a child arrangements' order or residence order	£2334
Service pupils	£310
Pupils in year groups Reception to Year 11 recorded as 'Ever 6', service child or in receipt of a child pension from the Ministry of Defence	£310

PP Numbers at Ryders Hayes School Summer 2020	
Total Number of pupils eligible for Pupil Premium	101 pupils
Total number of pupils eligible for PP Nursery funding	11 pupils = £3322
Total number of pupils eligible for post looked after PP	1 pupil = £2345
Total number of pupils for current looked after PP	4 pupils = £9380
Total number of service pupils	5 pupils = £1550
Total funding	£124197