



# Hutton Rudby Primary School Pupil Premium Strategy 2020/21

The Government currently provides additional funding to all schools for children in certain key groups. This funding is known as the Pupil Premium Grant and is intended to allow each school to make additional provision for children who are in receipt of free school meals, those who are looked after by the local authority and those whose parents are members of the armed forces and may, as a consequence of their parents' placements, be subject to a number of school moves.

Schools use this funding to enhance the achievement of pupils in these groups and ensure the inclusion of these pupils in all enrichment and extra-curricular opportunities.

## **Pupil Premium Strategy 2020/21**

For the financial year 2020-2021, we will receive £15,105 in receipt of Pupil Premium funding.

This is calculated in the following way:

6 FSM/Ever 6 pupils @ £1,345

3 x LAC pupils @ £2,345

This information is based upon the numbers per pupils on roll at the January 2020 census.

Our strategy for the 2020-21 academic year has been developed in light of the Covid-19 pandemic and school closure. Our Pupil Premium Strategy will work alongside our forthcoming 'Catch Up' plans to support all pupils, especially the most vulnerable and disadvantaged, to mitigate the impact of the lost time in education due to closure of schools.

As a school, we have identified the following as some of the barriers to learning or future attainment for the pupils currently in receipt of Pupil Premium funding.

1. Social and emotional wellbeing, particularly in relation to the return to School after the closure;
2. Attainment gaps in English and Maths;
3. Access to a wide range of enriching curriculum opportunities.

Please see the table below for how we plan to use this funding. The impact of these strategies will be closely monitored by the school's Senior Leadership Team

Initiative	Rationale	Aim	Intended Impact
<p><b>Personal Development &amp; Behaviour and Attitudes</b></p>			
<p>Maintaining a high level of teaching focusing upon children's Mental Health and Wellbeing.</p>	<p>The mental health and wider wellbeing of pupils is paramount and support for children returning to School will be a priority in terms of whole school, class, group and individual support.</p>	<ul style="list-style-type: none"> <li>• To continue to support identified pupils previously receiving focussed support.</li> <li>• To support the mental health of pupils returning to School after the closure.</li> <li>• To provide advice, support and resources to staff in relation to supporting children's return to School as well as more specific issues which may arise.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils adapt quickly to a return to school and the social and emotional wellbeing of pupils positively impacts on attainment and progress.</li> </ul>
<p>Additional online resources integrated into curriculum to promote growth mind set and strengthen resilience and determination. Teachers focus upon children's Health and well-being each day.</p>	<p>The impact of the Covid-19 pandemic will have limited pupil opportunities to develop their social interaction and resilience skills. Teachers focusing daily on these critically important skills will provide opportunities for children to develop these skills alongside core learning and the wider themed curriculum.</p>	<ul style="list-style-type: none"> <li>• To develop the social interaction and resilience skills of pupils and embed opportunities for this development within the curriculum. Core skills: <ul style="list-style-type: none"> <li>• Resilience</li> <li>• Empathy</li> <li>• Self-Awareness</li> <li>• Passion</li> <li>• Excellence</li> <li>• Communication</li> <li>• Teamwork</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Positive impact on behaviours for learning and, as a result, impact on attainment and progress.</li> </ul>
<p>Planned programmes of whole-class mental health and wellbeing introduced. Class</p>	<p>The mental health and wider wellbeing of pupils is paramount and support for children returning to School will be a priority in terms of whole school, class, group and individual support. We will not only undertake whole class teaching of mental health but also</p>	<ul style="list-style-type: none"> <li>• To embed planned opportunities to promote positive mental health and wellbeing in the</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils adapt quickly to a return to school and the social and</li> </ul>

Initiative	Rationale	Aim	Intended Impact
emotion boards introduced.	emotion boards which encourages children to communicate and recognise their feelings.	<p>whole-class curriculum.</p> <ul style="list-style-type: none"> <li>For the children to be given the opportunity to express their feelings in different ways.</li> </ul>	emotional wellbeing of pupils positively impacts on attainment and progress.
Children to access weekly yoga sessions focusing on mental relaxation health and wellbeing	<p>There are 7 benefits of yoga for children:</p> <p>Yoga helps children manage their anxiety.</p> <p>Yoga improves children's emotional regulation.</p> <p>Yoga boosts children's self-esteem.</p> <p>Yoga increases children's body awareness and mindfulness.</p> <p>Yoga enhances children's concentration and memory.</p> <p>Yoga develops children's strength and flexibility.</p>	<ul style="list-style-type: none"> <li>For children to reap the benefits of yoga and improve their mental and physical well-being.</li> </ul>	<ul style="list-style-type: none"> <li>The social and emotional wellbeing of pupils positively impacts on attainment and progress.</li> </ul>
<b>Quality of Education</b>			
Increased level of teaching assistant support within School to increase targeted interventions to redress attainment gaps.	Although the curriculum will be carefully considered to be reactive to baseline assessments ensuring gaps are addressed, increased provision for targeted intervention will be required. Therefore, more time will be available to provide the targeted support necessary.	<ul style="list-style-type: none"> <li>Effective intervention programmes in place for Pupil Premium children to target identified personalised learning action. For example, additional support with phonics, reading, reasoning and arithmetic skills in maths.</li> </ul>	<ul style="list-style-type: none"> <li>Children to make at least expected progress and often more than expected progress from individual starting points.</li> </ul>
Specialised Accredited Phonics training CPD for all staff from The Burley	Phonics interventions within School are timely, targeted and adapted to suit the needs of learners. Additional training will provide opportunities for staff to examine and evaluate phonics	<ul style="list-style-type: none"> <li>Effective and impactful phonics intervention programmes in place for Pupil</li> </ul>	<ul style="list-style-type: none"> <li>Children to make at least expected progress</li> </ul>

Initiative	Rationale	Aim	Intended Impact
Wood English Hub, prioritising early reading across the whole school.	intervention programs which could be introduced in School to positively impact attainment and progress, particularly in relation to addressing any gaps in learning.	Premium children to target identified personalised learning action.	and often more than expected progress from individual starting points.
Increased resourcing to support targeted interventions.	Assessments by staff have shown that Covid-19 has impacted on the development of core skills, particularly in relation to reading. Therefore, Reading Plus will be introduced across Lower Key Stage 2 and Year 2. Increased phonic resources will support the teaching of phonics, using the Letters and Sounds program, at appropriate levels.	<ul style="list-style-type: none"> <li>• To redress attainment gaps in relation to core skills in English and Maths.</li> </ul>	<ul style="list-style-type: none"> <li>• Children to make at least expected progress and often more than expected progress from individual starting points.</li> </ul>
Diverse range out of extra-curricular activities in place across school to increase disadvantaged children's access to enrichment experiences.	The impact of Covid-19 within School and more widely in communities has further limited children's access to enrichment activities. Therefore, our priority continues to be to provide a diverse range of activities both in curriculum time and during extra-curricular activities.	<ul style="list-style-type: none"> <li>• To ensure children have access to a range of physical, creative and academic opportunities to support their development and promote positive social and emotional wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• To enhance the curriculum, ensuring children are given the opportunity to experience new and varied activities.</li> <li>• Positively impacting on the emotional wellbeing of pupils.</li> </ul>