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**Rainbow Primary School**

**Pupil Premium Strategy Statement 2019 – 2020**

**Pupil Premium Headteacher: Dame Naila Zaffar**

**Key Pupil Group Governor: Asmi Darr**

## 1. Rationale

At Rainbow Primary School, we believe that teaching and learning opportunities meet the needs of all pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, ensuring that the needs of such pupils are adequately assessed and addressed. We will allocate Pupil Premium funding to support any pupil or groups of pupils our school identifies as socially disadvantaged. All of our work through Pupil Premium will be aimed at accelerating progress and overcoming barriers to learning so that these pupils achieve similar outcomes to their peers to diminish the difference between Pupil Premium and non-Pupil Premium pupils.

At Rainbow Primary School we see raising the attainment of disadvantaged children as part of our commitment to helping all children to achieve their full potential by:

- Promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged children as a group with less potential to succeed
- Having an individualized approach to addressing barriers to learning at an early stage through early intervention
- Focusing on high quality teaching and effective deployment of staff to support disadvantaged children
- Make decisions based on detailed data analysis and responding to evidence

## 2. Reception – Year 6 Pupil Premium Funding

Pupils Eligible for PP Funding	Number of Eligible Boys	Number of Eligible Girls	Number of Looked After Children	Number of Service Children
116	49	67	0	0

## 3 - Pupil Premium Summary Information

<b>Total Number of Pupils ( Inc. FTE)</b>	<b>396</b>	<b>Number of Pupils Eligible</b>	<b>116</b>
<b>Total Pupil Premium Budget</b>	<b>£153120</b>	<b>% of Pupils Eligible</b>	<b>29.3%</b>

#### 4- Pupil Premium Summary Information

Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
9	8	12	15	26	20	26

#### 5- 2019 - Outcomes

	PP Pupils			Other				PP Pupils			Other			SHA/NA other GAP
	SCH	NA	DIF	SCH	NA	DIF		SCH	NA	DIF	SCH	NA	DIF	
KS1 Year 2 (12 pupils)							KS2 Year 6 (26 pupils)							
Expected Standard Reading	10/12 (83%)			31/37 (84%)			Expected Standard Reading	12/26 (46%)			23/29 (79%)			
Expected Standard Writing	10/12 (83%)			27/37 (73%)			Expected Standard Writing	13 (50%)			24/29 (83%)			
Expected Standard Maths	10/12 (83%)			30/37 (81%)			Expected Standard Maths	14/26 (54%)			26/29 (90%)			
Year 1 Phonics (8 pupils)	7/8 (87.5%)			33/36 (92%)			National Standard+ Reading, Writing and Maths	11/26 (42%)			23/29 (79%)			
EYFS GLD (9 pupils)	7/9 (77.7%)			37/54 (68.5%)										

#### 6- Internal and External Barriers to Future Attainment

	BARRIERS	DESIRED OUTCOMES
A	<b>Intervention Support-</b> academic interventions and schemes used to raise achievement across subjects. Our PP children often struggle with basic concepts and require additional support these interventions provide that. Some of our children also require support from outside agencies such as Occupational Therapy	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress. Children access appropriate services to support their needs.
B	<b>Staffing-</b> In order to close the gap between our PP and non PP children we use additional staffing to support our PP children. This is to improve our offer of quality first teaching as well as additional interventions.	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress.
C	<b>Emotional support-</b> Some of our most vulnerable children need additional emotional support. The children's emotional resilience is low when compared with their peers. These barriers as a result, affect the children's learning therefore we offer a number of mechanisms to support them.	The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in a better emotional state in which to learn and access the classroom more fully.
D	<b>Enrichment</b> –This is used to increase children's wider experiences and skills. This helps to develop the whole child and provide them with experiences upon which to draw for academic aspects of the curriculum such as writing.	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and Maths.
E	<b>Supporting Trips- Some</b> of our PP children often cannot afford to access trips and have limited access to experiences beyond the local area. By part funding the experiences we are giving them things to draw upon.	Pupils eligible for PP access the same life chances as their academic peers, which will raise their self-esteem, confidence, and academic progress, and through these, first hand experiences apply their skills for the new learning across the curriculum.
F	<b>Attendance-</b> The attendance of our disadvantaged pupils is significantly below national expectations and our persistent absence is double national average.	More pupils to attend school and access learning. Attendance is in line with peers and nationals. Persistent Absence is also in line with nationals.

*\*These are the long term desired outcomes of the Pupil Premium spend for Rainbow. For the three-year vision, please see the final section, section 10.*

We measure the impact of Pupil Premium by closely monitoring our intervention programs, through learning walks, pupil progress meetings, talking to pupils and parents, data and work scrutiny. We monitor the progress of these children and provide support as described below if it is required. These children have priority access to these interventions and resources. Pupils' attainment and progress will be discussed with governors including the Pupil Premium Governor. The overall impact will be evaluated in the Summer/Autumn Term 2020.

## 7 - Pupil Premium Planned Expenditure for 2019-20

	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2020)
A	To ensure PP children make progress in-line or above that of their peers in R, W, M by the end of the year through quality-first teaching and improved feedback.	<p>Regular support for PP children during core subjects and additional afternoon interventions as required. This is particularly targeted at KS1 to ensure any gap is closing.</p> <p>Monitor progress of PP children against ambitious target setting.</p> <p>Head Teacher to lead on attendance review meeting</p> <p>Reward for pupils and classes School</p> <p>School uniform vouchers for all PP</p>	<p>Assessment attainment and progress data.</p> <p>Regular feedback to PP children is low cost, high impact.</p>	£42,000 spent on additional Teaching Assistant support for Pupil Premium Children.	<p><b>Teaching Assistants timetabled to support children in phonics and reading every day. Every class had a TA support to narrow the gap of pupils NTE, and support for the bottom</b></p> <p><b>20% of pupils</b></p> <p><b>TA 1£14,000</b></p> <p><b>TA 2 £14000</b></p> <p><b>TA3 £14000 =£42000</b></p> <p><b>Face to Face interaction stopped due to COVID-19</b></p> <p><b>Attendance was on target, punctuality improved but due to lockdown monitoring stopped.</b></p> <p><b>Voucher were given to PP pupils for school uniform.</b></p>

A	PP children receive ongoing and additional phonics intervention support from staff. This has previously supported to eradicate the gap so it is a continued strategy	TAs deliver addition phonics intervention.	Phonics intervention and reading comprehension strategies are low cost, high impact strategies.	£28,000	£42000 split from 7. Pupil Planned Expenditure for 2019-20 Additional Reading/phonics sessions delivered by all support staff during assembly times.
A	Improvements to the quality of teaching ensuring it meets the needs of the children. Again a proven strategy, which has raised the quality of teaching.	Leaders of Learning (LoL) to provide coaching support to teachers during PPA.  LoL to provide in class support through team teaching	Classroom observation and in-class support from LoLs, assessment data tracking and pupil progress meeting discussion notes	£26,300	SLT provided support, coaching and training regularly to keep pupils on track. Regular book scrutiny, classroom observations took place and the gaps were bridged.  Additional teacher brought in to support new members of staff in planning and team teaching to deliver the lesson. Regular assessments and GLS reading assessments purchased.
A	Peer to peer support for PP children falling, or at risk of falling, behind in R, W, M and Phonics.	In-class PP children collaborated with HA child. Provide peer-to-peer in-class intervention during morning Target Time.	Classroom observation and in-class support from Lolls, assessment data tracking and pupil progress meeting discussion notes	N/A	Support staff worked with targeted children after the NTE assessments, and class assessments. Children groped to have extra intervention. Learning mentor supported children through lunchtime clubs. Assembly time used to give extra support by the class teachers.

A	Children tracked accurately by responsible adults – teachers, HT, Assessment Coordinator, to ensure these children make progress and progress of PP children a regular focus at PPA meetings.	Identify PP children and baseline for assessment. Set realistic targets with additional support. Monitor progress at	Assessment tracking systems fully in place to track pupil premium spend children and pupil progress meetings to discuss PP	£3000 assessment lead time  £2000 cost for release of staff to	Extra TA employed to support NTE and children on Quality First stage. Regular progress meeting to support teachers and pupils. Parental Involvement worker involved to support families in their child's learning through classes in school. Thorough observations and parental involvement, teachers ensured that next steps of learning are planned for pupils to
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		specific intervals against set targets. Termly Pupil Progress meetings to discuss individual PP child and ongoing PPA dialogue.	children not on-track to achieve outcomes.  Learning Journey folders complete with necessary intervention and evidence of impact – followed by learning journey-meeting discussions.	complete learning journey  £18,000 leadership time to support.	make good progress. The Early Learning goals would have been met comfortably if the learning took place until the year-end. Assessments will take place in the first three weeks to check pupils' progress.  Two Assistant Headteachers supported teachers to complete these learning journeys.
A	Increased specialist support for children such as behaviour specialists, educational psychologists, cognition and learning.	Identify which children are at risk of falling behind due to other 'external' factors that might inhibit learning and provide external specialist support where necessary. SENCo to work with identified children to ensure support is in place.	Evidence from education psychologists, school nurses and health professionals, learning support team and behavioural specialists.	£3000 for additional specialist support.  Additional SENCo teaching time £10,000	Educational Psychologist spent time with SEND children and new to schoolchildren as they were below their expected levels. Support from LA bought to train teachers in supporting pupils who are in the bottom 20%  SENCO employed on a contract to revisit all the register and identify pupils' for the need of quality first teaching, sen and sen+

	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2020)
B	Enhanced staffing in Y6, including Teaching Assistants and in KS1 additional TA support to support PP children at risk of falling behind earlier in E and M	LoL to target PP children for specific phonics intervention to ensure they pass phonics screening check.	Ongoing observations of SD Teacher to monitor impact, including assessment data	£28,166,000 to supplement cost of one Additional Teacher (.6) employees.	42 pupils with two teachers, 2 TA's and cover supervisor

	and provide additional support and intervention.		of targeted PP children.		
B	Increased support staff across school to provide intervention for PP children falling, or at risk of falling, behind.	Deploy of Support Staff across school to target specific PP children. Lols to monitor impact of these interventions for effectiveness. Further training for support staff where needs are identified.	Ongoing pupil progress meetings and assessment data to monitor PP children progress.	<b>Costed above</b>	Big investment in Letters and Sounds resources, oxford reading book, big cat books aligned to phonics  Huge investment in reading books throughout the school. Class novels class reading books to take home. Investment in library system Bought "OLIVER" and all books are now recorded on this system.

B	Developments in the quality of teaching leading to improvements in children's recall	Purchase of Espresso, purple Mash to aid teacher reflection and time for staff coaching.  SLT and staff (as they choose) produce resource bank of snippets of lessons designed to support developing and enhancing children's long term memory	Research has shown that when used correctly IRIS has an impact on the quality of teaching as teachers reflect more on their practice.	<b>£4000 contribution to purchase</b>  <b>£3000 cost for SLT time to train staff and produce evidence bank</b>	Purple mash, Espresso purchased and trained staff. These programs helped greatly during the lockdown and home learning as work was set on Purple Mash.
	<b>Desired Outcomes</b>	<b>Action</b>	<b>Evidence Source</b>	<b>Expenditure</b>	<b>Evaluation (Summer 2020)</b>
C	Pupils taken on a greater amount of roles in school	TLR3 to develop eco council	By carrying out these three TLR3s, we are	£1600	Buddies trained and resources bought to support break and lunchtime activities.

	increasing resilience and independence in pupils.	TLR3 to develop buddy initiatives across school  TLR 3 to develop careers education and cultural capital across school	carrying out our own evidence and research sources to inform our future work. However, experiences tell us the more opportunities we afford our pupils the more they will develop.		The other two activities did not take off due to COVID-19. However, this initiative will be carried on next year.
<b>C</b>	Further develop the PSHE curriculum so that there is a focus on relationships, emotions, social skills and conflict resolution (linked to above TLRs) Pupils are all in new pastoral houses.	Classrooms are nurturing and attention is paid to nurturing principles for PP children (especially those with SEMH risk). New pastoral houses and house points are launched with regular assemblies in houses	EEF evidence indicates that when pupils take pride in their school they achieve well as they are more settled.	<b>£2000</b>	RSE/PSHCE TLR3 project leader appointed. All consultations took place and Governors have signed off the policy ready for implementation in September 2020. Books and scheme bought, lesson plans are in place.
<b>C</b>	External support for children where specific behavioral, SEMH difficulties are identified.	Identify and refer children to external services.	Reports from external professionals. Meeting notes with parents regarding health concerns etc.	<b>As costed above</b>	Greater involvement with SENDCO consultant, Educational Psychologist, LA pre 5 team and Early Years Team.

	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2020)
<b>D</b>	Improved arts participation for PP children including after-school arts club with targeted PP children run by TA.	TA to run after-school club targeted at PP children in particular as enrichment activity.	Pupil and parental feedback for PP children to discussion soft-data impact.  Attendance data at specific clubs for those children.	<b>Staffing – £3396</b> <b>Resources - £500</b>	£148 x17=£2516 £55 x 16= 880.00 Extra-curricular activities after school took place. PP pupils attended but did not pay for these activities. However, we do not have evaluation for these activities due to COVID-19. The members of staff were paid as per the SLA.

<b>D</b>	Improvements to pupils health, fitness, mental health and attendance	Provide a breakfast club for PP children that is funded. Wake up shake up to operate and additional reading interventions to ensure all PP children are heard read.	In school, evidence has shown that pupils who attend every day and who are heard read each day will be more successful.	<b>£1498.00</b>	Free breakfast Club provided for PP pupils. EDENRED vouchers were given to PP families as well from the PP grant as breakfast club was not operating. PP pupils were all invited to school if they wished to attend. Photocopies of work were provided for all families.
	Desired Outcomes	Action	Evidence Source	Expenditure	Evaluation (Summer 2020)
<b>E</b>	Additional funding provided for PP children and parents so that they have access to a wide range of off- site activities.	Partial funding towards specific off- site trips including residential activities.	Trip risk assessments. Impact on curriculum, for example, in writing recounts about trips	<b>£10,000 to fund residential and experiences</b>	This fund was partly spent for local visits. Residentials were cancelled due to COVID-19

			– purpose for writing to improve children’s experience of the world.		
	<b>Desired Outcomes</b>	<b>Action</b>	<b>Evidence Source</b>	<b>Expenditure</b>	<b>Evaluation (Summer 2020)</b>
<b>F</b>	Improvements to disadvantaged pupils attendance so that it is in line with at least national expectations	Community liaison staff to operate first day call, absence meetings and welfare visits. Headteacher to lead on attendance review meetings. Rewards for pupils and classes. School uniform vouchers for all PP pupils.	Attendance data and case studies prepared by the team.	£20,928,000	PIW £16,000 EWO £4928  PIW and EWO worked with the Admissions officer. The school attendance and punctuality improved and school was set to meet the set targets. However, attendance monitoring stopped on 23 <sup>rd</sup> March 2020 when school closed.

<b>8.Budget Summary</b>		
A	<b>INTERVENTION SUPPORT</b> That the gap between those eligible for PP and others narrows in all year groups and those children make accelerated progress Children access appropriate services to support their needs.	<b>£78000</b>
B	<b>STAFFING</b> That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress.	<b>£35,166</b>

C	<b>EMOTIONAL SUPPORT</b> The children have a greater level of emotional resilience and are better equipped to deal with a variety of situations. Children are in better emotional state in which to learn and access the classroom more fully.	<b>£3600</b>
D	<b>ENRICHMENT</b> Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their writing and maths.	<b>£5394</b>
E	<b>SUPPORTING TRIPS</b> Pupils eligible for PP access the same life chances as their academic peers, which will raise their self-esteem, confidence, and academic progress, and through these first hand experiences apply their skills for the new learning across the curriculum.	<b>£10000</b>
F	<b>ATTENDANCE</b> Disadvantaged pupils' attendance to be at least in line with national averages.	<b>£20928</b>
	<b>TOTAL SPENT</b>	<b>£153,088</b>
<b>JULY 2020: DUE TO COVID, THERE IS SOME UNDERSPENT. THIS WILL TAKE INTO ACCOUNT IN THE NEW ACTION PLAN FOR SEPTEMBER 2020/21</b>		

## 9 - Governance

### Monitoring The Effectiveness & Impact of Pupil Performance 2019/2020

Pupil Premium Governor: Asmi Darr

**Summer Summary**

**Review Date: July 2020**

**10- Three year vision for Pupil Premium at Rainbow**

	<b>Barriers</b>	<b>Desired outcomes</b>	<b>July 2020</b>	<b>July 2021</b>	<b>July 2022</b>
<b>A</b>	Intervention Support- academic interventions and schemes used to raise achievement across subjects. Our PP children often struggle with basic concepts and require additional support, these interventions provide this support. Some of our children also require support from outside agencies such as Occupational Therapy	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress. Children access appropriate services to support their needs	The gap in EYFS and phonics remain closed. KS1 and KS2 reading expected standards gap has closed with the nationals	KS1 and KS2 greater depth results show that gap has closed	All gaps have closed or are rapidly diminishing because of adult interventions and the skill of staff. Anticipate funding will remain.
<b>B</b>	<b>Staffing</b> - In order to close the gap between our PP and non-PP children we use additional staffing to support our PP children. This is to improve our offer of quality first teaching as well as additional interventions.	That the gap between those eligible for PP and others narrows in all year groups and that children make accelerated progress.	As above	As above	As above
<b>C</b>	<b>Emotional support</b> - Some of our most vulnerable children need additional Emotional support. The children's emotional resilience is low when	The children have a greater level of emotional resilience and are better equipped to deal with a variety of	Pupils take a greater lead in running aspects of school life.	Fully embedded pastoral houses and buddies across the school	New project TLRs offered to raise profile of other PSHE aspects of our work.

	Compared with their peers. These barriers as a result, affect the children's learning therefore we offer a number of mechanisms to support them.	situations. Children are in a better emotional state in which to learn and access the classroom more fully.	New pastoral houses begin to be established  Eco council established	<i>This is an area, which will evolve each year.</i>	The school will continue to need to purchase additional specialist support as needs emerge with new pupils
<b>D</b>	<b>Enrichment</b> –This is used to increase children's wider experiences and skills. This helps to develop the whole child and provide them with experiences upon which to draw for academic aspects of the curriculum such as writing.	Children have access to a range of experiences designed to develop the whole child. Children are able to draw upon these experiences in their reading, writing and math.	These are vital areas of expenditure for our children as it raises aspirations, improves cultural capital, improves children's knowledge of the wider world and has a significant impact on pupil's academic understanding. These will always be areas of funding for our children and community because it is high impact.		
<b>E</b>	<b>Supporting Trips:</b> Some of our PP children often cannot afford to access to experiences beyond the local area. By part funding the experiences we are giving them things to draw upon.	Pupils eligible for PP access the same life chances as their academic peers, which will raise their self-esteem, confidence, and academic progress, and through these, first hand experiences apply their skills for the new learning across the curriculum.	The tracking of these experiences will continue to occur to ensure all visits and visitors are purposeful and experiences are progressive.		
<b>F</b>	<b>Attendance:</b> The attendance of our disadvantaged pupils is significantly below national expectations and our persistent absence is double national average.	More pupils to attend school and access learning.	Gap has closed and PA gap I in line with national, when removing holidays. Parental survey compared to 2019 show upward trend n parent's attitudes to attendance.	Gaps remains closed and parental survey remains positive. EYFS attendance in particular has closed.	PP pupils attend better than their pers. Again, I believe this is an area of continued funding.

