

Pupil Premium Review 2020-2021

School overview

Metric	Data
School name	Regis Manor Primary School
Pupils in school	513
Proportion of disadvantaged pupils	22%
Pupil premium allocation this academic year	£153 332
Academic year or years covered by statement	2020-2021
Publish date	1 September 2020
Review date	July 2021
Statement authorised by	Mr M Perry
Pupil premium leads	Mr E Fincham and Miss D Hammond
Governor lead	Mr S Penney and Mr M Thistlethwaite

Disadvantaged pupil progress scores for last academic year (2018-2019)

Measure	Score
Reading	-0.7
Writing	-0.4
Maths	-0.3

Disadvantaged pupil performance overview for last academic year (2018-2019)

Measure	Score
Meeting expected standard at KS2	53%
Achieving high standard at KS2	0%

*The data above is from 2018-2019 as no formal assessments took place in the summer of 2020 (due to Coronavirus)

Pupil Premium Focus Areas 2020-2021

Strategy aims for disadvantaged pupils

Measure	Activity	Review
Priority 1	Attendance figures show a positive improvement and persistent absence decreases over the course of the year	The attendance of disadvantaged children has been closely monitored throughout the year. Actions have been taken on a family-by-family basis to

Priority 2	Children's emotional development and well-being is supported so that they are better able to access their learning	support the return to school. Where families have chosen or been required to delay the return to school for extended periods of time children have been provided with additional learning resources or have been signposted to a high-quality national online scheme. Wellbeing was a constant focus throughout the year and continued to be so during subsequent school closures and the return in March. Through engagement with parents and children, activities were planned using the Jigsaw scheme and circle time, which made the transition back to school in both September 2020 and March 2021 smoother for all children, including the disadvantaged children.
Barriers to learning these priorities address	-High levels of anxiety in some pupils and their families about returning to school following a period of closure -Low levels of attendance (disadvantaged pupils attendance 2018/19 - 91.8%) and high levels of persistent absence (disadvantaged pupils persistent absence 2018/19 - 25.5%) -Low levels of parental engagement	
Projected spending	£52 000	

Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Achieve national average progress scores in KS2 Reading (0)*	June 2021
Progress in Writing	Achieve national average progress scores in KS2 Writing (0)*	June 2021
Progress in Mathematics	Achieve national average progress scores in KS2 Maths (0)*	June 2021
Phonics		June 2021
Other	Disadvantaged persistent absence reduces for targeted families over the course of the year	June 2021

*NB 2020-2021 is the first year of progress being measured from EXS/GDS in KS1 to KS2 – as such schools are not aware of how this will be calculated. This is why we are targeting national average and not more specific measures.

Measure	Activity	Review
Priority 1	Following the school closure gaps are identified for disadvantaged pupils and pupils make accelerated progress from	This plan was written in summer 2020, presuming a full school year ahead. Despite another school closure during the year, learning gaps were

	their starting points in reading, writing and maths	addressed whether in school, through remote learning or through interventions and distributions of resources.
Priority 2	Phonics results show that pupils are making accelerated progress following missed learning last year	Formative assessment was a particular priority following the disruption to learning during the year. Gaps were identified following rigorous assessments and gap analysis before and after school closures.
Barriers to learning these priorities address	<p>-Pupils missed 6 months of formal schooling between March 2020-July 2020 due to Coronavirus and school shut.</p> <p>-Speech and language barriers, Low levels of core skills (including reading, writing and maths)</p> <p>-High levels of SEN (25% in the school and 40% of Pupil Premium) – relating to both learning difficulties and SEMH (51% of disadvantaged children with SEN have SEMH difficulties)</p>	<p>Disadvantaged pupils were discussed in detail during pupil progress meetings to ensure progress made from different starting points.</p> <p>Phonics assessments took place, gaps were identified, and RWI groups were changed when possible to allow children to make good progress.</p> <p>During the school closures, videos were created by staff to support phonics at home. These videos demonstrated the correct pronunciation of the sound and activities linked to it. Phonics activities were also linked to the videos and given in work packs to those unable to print/ access the activities from home.</p>
Projected spending	£46 000	

Targeted academic support for current academic year

Measure	Activity	Review
Priority 1	Gaps for pupils are identified and structured catch-up programs and support are put in place to allow those pupils to make accelerated progress	<p>A plan for targeted catch-up following the return to school in March was created. We invested in a range of programmes to identify and fill gaps in the learning of all children, including disadvantaged children whose progress was impacted heavily by the closures.</p> <p>During the period of school closure, we identified the lack of suitable technology as a barrier to accessing online provision for disadvantaged children. We purchased and distributed devices to be used at home to resolve this, resulting in greater numbers of disadvantaged pupils accessing online provision.</p> <p>Regular checks were made to ensure that disadvantaged children were accessing home learning. Phone calls were made to families, and extra support such as paper work packs were put in place for these children.</p> <p>Children in Y6 have been supported to fill gaps in their learning and the Y6 SATS have been used as a benchmark for progress. Disadvantaged students have been offered specific interventions such as Third Space Learning.</p>
Priority 2	The percentage of children achieving the expected level or above in reading, writing and maths in KS2 is in line with targets	
Priority 3	Attendance figures show a positive improvement and persistent absence decreases over the school year	
Priority 4	Children's emotional development and well-being is supported so that they are better able to access their learning	
Barriers to learning these priorities address	<p>-Pupils missed 6 months of formal schooling between March 2020-July 2020 due to Coronavirus and school shut.</p> <p>-Speech and language barriers</p> <p>-Low levels of core skills (including reading, writing and maths), High levels of SEN (25% in the school and 40% of Pupil Premium) – relating to both learning difficulties and SEMH (51% of disadvantaged children with SEN have SEMH difficulties)</p>	
Projected spending	£50 400	

Wider strategies for current academic year

Measure	Activity	Review
Priority 1	Ensure that all families have access to the support and resources they need (including food and uniform)	<p>During the school closure, food vouchers were given to disadvantaged families that could be collected from the school. Food boxes with essential foods were also given to these families.</p>
Priority 2	Ensure all children have access to events and trips	

Barriers to learning these priorities address	-High levels of anxiety in families during the COVID-19 restrictions -Low levels of parental engagement and poverty can affect children's access to educational visits and events	Support was given by teachers and the inclusion team made regular phone calls to these families to keep in touch and check the support that was needed. Due to COVID no trips/events took place this year.
Projected spending	£5 000	

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development	Use of INSET days and additional cover being provided by senior leaders
Targeted support	Engagement of disadvantaged families with persistent absence is low	FLO and DHT working closely to create bridges with families alongside other professionals
Wider strategies	Engaging families with low income to accept support from the school	