



Pupil Premium Plan **2020 - 2021**

School overview

School name	Abbots Ripton Church of England Primary School
Pupils in school	103
Proportion of eligible pupils	7.2% (7 pupils)
Pupil premium allocation this academic year	£9,380
Academic year or years covered by statement	2020-21
Publish date	1 st September 2020
Review date	1 st July 2021
Pupil premium lead	Mrs Claire Matthews (Headteacher)
Governor lead	Mrs Colombe Flint

Strategy aims for disadvantaged pupils

Priority 1	To improve rates of progress to ensure that a greater number of disadvantaged children meet end of year expectations in reading and writing.
Priority 2	To improve rates of progress to ensure that a greater number of disadvantaged children exceed end of year expectations in Maths.
Priority 3	To ensure that disadvantaged children have access to a wide range of opportunities such as after school clubs and residential visits.
Projected spend	£10,880



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Priority 1 - To improve rates of progress to ensure that a greater number of disadvantaged children meet end of year expectations in reading and writing.

Approach/actions (What will we do?)	Budget allocation	Desired outcome (What will the impact will be?)	Rationale (Why have we chosen to do this?)
Chn at risk of not meeting the expected standard in phonics will be given additional support from an adult. Phonics teaching to be in separate year groups in Monet class with an additional adult to support (3 adults in 1 class during 3 out of 5 phonic lessons).	£900 (TA time) 30 minutes X 3 times a week	<ul style="list-style-type: none">- All chn will pass the phonic check (Year 2 in Autumn 2 and Year 1 in Summer 2).- Chn will be able to apply their phonics to learning to read and also to their writing at a level expected for their age.	Phonics is essential for chn to become successful readers and spellers/writers in the early years of schooling and beyond.
Regular 1:1 reading	£1200 (TA time) 30 minutes X 4 times a week	<ul style="list-style-type: none">- Chn make at least expected progress in reading.- Chn are able to read and understand age appropriate texts.- As a result of experiencing success, the chn enjoy reading.	Reading is a vital skill for the chn to develop and evidence shows that several of our PP chn do not read regularly to an adult at home.
Reading Recovery Teacher to undertake regular PM Benchmarking to explicitly assess chn's' instructional and independent reading levels. This will be shared with class adults to focus guided group work and 1:1 reading by providing recommendations for ongoing teaching.	£3000 (2.5 days each half term teacher time)	<ul style="list-style-type: none">- Chn make at least expected progress in reading.- Teachers and TAs have a good understanding of the knowledge, skills and strategies that chn use when reading	Reading is a vital skill and having a clear understanding of chns' fluency, retelling strategies and comprehension within and beyond the text will ensure that ongoing teaching is targeted accurately.



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Regular guided group and 1:1 Look Back and Learn with a focus on developing/embedding basic punctuation. Guided opportunities to edit extended pieces of writing alongside an adult. Younger chn are given opportunities to orally rehearse their sentences with an adult before writing them down.	£2000 (Release time for class teacher to conduct 1:1 sessions)	<ul style="list-style-type: none"> - Basic punctuation will become automatic for chn as they write. - Chn develop a greater understanding of their areas for development in writing. - Chn will learn the skill of editing for themselves. - Chn will write effectively for different audiences. - Chn are able to articulate their thoughts to deepen their understanding. 	Evidence shows that several of our PP chn are not reaching their potential as writers due to errors in basic punctuation and sentence structure which isn't yet automatic as they write.
Total	£7,100		

Priority 2 - To improve rates of progress to ensure that a greater number of disadvantaged children exceed end of year expectations in Maths.

Approach/actions (What will we do?)	Budget allocation	Desired outcome (What will the impact will be?)	Rationale (Why have we chosen to do this?)
<ul style="list-style-type: none"> - Year 5 and Year 6 maths teaching is delivered as 2 separate year groups with 2 teachers in the class at this time. - An additional adult working in our Year 1/2 class for 3 out 5 days so that there are 3 adults during these lessons. - Additional Maths resources purchased to support a mastery approach when (with a focus on ensuring PP children have access to 	£3000 (TA/teacher cost divided by all chn, multiplied by the PP chn) £200	A greater % of our PP chn will achieve a greater depth in maths at the end of the year. Small group teacher allows for targeted learning, meeting the needs of the chn. Groups of more able mathematicians can work with an adult to extend them.	Data analysis shows that fewer PP chn achieve a greater depth in maths.

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them). - Purchasing of the I See Reasoning Problem Solving resources to extend the Greater Depth mathematicians.			
Total	£3,200		

Priority 3 - To ensure that disadvantaged children have access to a wide range of opportunities such as after school clubs and residential visits.

Approach/actions (What will we do?)	Budget allocation	Desired outcome (What will the impact will be?)	Rationale (Why have we chosen to do this?)
Support with payments for visits out of school, residential trips and extra curricular opportunities. Visit and club letters to include a reminder for parents of PP children that financial support is available to them.	£500 (estimated)	<ul style="list-style-type: none"> - Chn will have opportunities to engage in learning outside the classroom. - Chn will the opportunity to engage in experiences that might not be available to them without financial support. - Chn will have an equal opportunity to take part. 	We have some sports clubs which are provided by external providers and the cost would prohibit some chn from attending. Our residential cost is too high for some families, particularly when there are siblings.
Provision of school uniform and PE kit. Uniform letters to include a reminder for parents of PP children that financial support is available to them.	£80 (estimated)	- To ensure that our PP children are fully inclusive in our school and have the uniform and kit that they need to take part.	Some families may find adhering to our uniform policy challenging and this support will mean that they are likely to be able to do.
Total	£580		