



Pupil Premium Plan
2020 – 2021
REVIEW

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.
Review and Impact: Phonics teaching remained in year groups with additional adult support. Phonic teaching also continued during school closure. All PP chn passed the phonic check.			
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.
Review and Impact: Regular reading took place for these chn and 86% (6 out of 7) PP children met age related expectation in reading and 1 of these achieved a greater depth.			



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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.
Review and Impact: Regular benchmarking took place whilst school was open and promptly on return to school; this meant chn were accessing appropriate texts and the appropriate level. In addition our reading recovery trained teacher trained a TA in completing benchmarks so they had a better understanding of the reading strategies used by chn to improve their skills when hearing chn read.			
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.
Review and Impact: The Look Back and Learn was embedded as part of the lesson initially and then support to follow up with an additional adult as this was easier to manage. Following school closure we identified writing as a whole school priority and a new teaching resource and structure was introduced. 57% (4 out of 7) PP chn achieved age related expectations in writing. Writing will continue to be a focus for these chn next academic year.			
Total	£7,100		



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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 them). - Purchasing of the I See Reasoning Problem Solving resources to extend the Greater Depth mathematicians. 	<p>£3000 (TA/teacher cost divided by all chn, multiplied by the PP chn)</p> <p>£200</p>	<p>A greater % of our PP chn will achieve a greater depth in maths at the end of the year.</p> <p>Small group teacher allows for targeted learning, meeting the needs of the chn.</p> <p>Groups of more able mathematicians can work with an adult to extend them.</p>	<p>Data analysis shows that fewer PP chn achieve a greater depth in maths.</p>
Total	£3,200		
<p>Review and Impact: Resources are being well used in maths lessons. Teaching is focused with additional adults. 57% (4 out of 7) PP chn achieved age related expectations in maths. Only 1 PP child achieved a greater depth in Maths and Maths will continue to be a focus for these chn next academic year.</p>			



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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. 	<p>We have some sports clubs which are provided by external providers and the cost would prohibit some chn from attending.</p> <p>Our residential cost is too high for some families, particularly when there are siblings.</p>
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		
Review and Impact: Our residential trip and day visits were cancelled due to the pandemic. Similarly chn didn't wear full school uniform so no requests were made.			