

2020-21 Pupil Premium Strategy Statement

Academy name	Ryecroft Academy
Number of pupils on roll	252 including 21 Nursery and 5 Age 2 provision
Proportion of disadvantaged pupils	49.2%
Pupil premium allocation this academic year	£214,000
Publish date	September 2020
Review date	July 2020
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AAB lead	tbc

Disadvantaged pupil progress scores for 2019

Measure	Score
Reading	-1.4
Writing	+0.6
Maths	+0.9

Disadvantaged pupil performance overview for 2019

Measure	Score
% meeting combined expected standard in reading, writing and maths at KS2	43%
% meeting combined high standard in reading, writing and maths at KS2	5%

Barriers

What are the barriers?	Why are they barriers?
Social, emotional and mental health	Pupils in distress find it hard to self-regulate which impacts on learning.
Gaps in reading, writing, maths and phonics	Pupils are not working at age-related expectations or better. There are significant gaps due to the impact of lost schooling as a result of Covid-19
Speech, language and communication	Pupils become frustrated as they are unable to communicate clearly with peers and adults. Progress in

	writing is impacted as the gap widens between themselves and peers.
Attendance	Pupils miss significant chunks of learning. Gaps widen and progress is negatively impacted across the curriculum.
Wider opportunities	Pupils do not visit places of interest out of school or have the opportunity to perform. This has an impact on their knowledge and understanding of the world.
Parental engagement	Parents unable to encourage and support learning.
Pupils arrive at school unprepared for learning.	Pupils arrive at school hungry and are unable to concentrate on learning. Pupils do not have appropriate school uniform which negatively impacts on self-esteem and sense of belonging.

Teaching priorities to enable quality first teaching

Priority	Desired impact	Action	Staff Lead	Amount
1. Staff have the appropriate CPD to implement catch up plans and close gaps in reading, writing and maths through Quality First Teaching. *Ryecroft new to Delta trust – strategies to be implemented throughout the year, reading strategy main priority	All teaching staff, including early career teachers - NQTS and RQTs - to be delivering high quality first teaching.	Dedicated NQT time. Dedicated mentor time. Talk for Writing training start in January DOL time to support NQT Subject leader time to have whole school influence Weekly coaching sessions with partner academy Reading strategy, SDI maths, Vocabulary, Oracy, Spelling, reading assessment PM Benchmarking	HofA	£50,000
2. All relevant staff have the appropriate CPD to enable pupils to make accelerated progress in phonics.	Strong teaching in phonics. Pupils achieving better than national in PSC.	Letters and Sounds CPD Purchase Letterland resources and training Development days	Phonics lead	£9,000

Targeted academic support for current academic year – every class has a detailed plan for all pupils in receipt of PP funding

Priority	Desired impact	Action	Staff Lead	Amount
3. Small-group intervention in	Pupils make accelerated	Group Reading intervention Intervention groups using national	HoA	£40,000

reading, writing, maths and phonics.	progress. Pupils are at least in-line with all other pupils nationally.	tutoring programme – maths and English Phonics group intervention		
4. 1:1 intervention	Pupils make accelerated progress. Pupils are at least in-line with all others pupils nationally	Daily Reading by TAs, including extra contracted staff National tutoring programme – maths and English Phonics one to one	English lead Maths lead Phonics lead	£25,000

Wider strategies for current academic year linked to the development of cultural capital

Priority	Desired impact	Action	Staff Lead	Amount
5. All pupils come to school ready to learn.	All pupils have a settled start to the school day. No pupil starts the day hungry. All pupils have the necessary equipment.	Free/Subsidised Breakfast club School to provide uniform School to provide resources for learning	VP	£20,000
6. All pupils attend regularly and on time.	Absence and PA are at least in-line with national averages. Pupils are at least in-line with others.	Full time attendance lead Rewards for good attendance and punctuality	Attendance lead	£11,000
7. Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.	Pupils have the opportunity to experience visits to places of interest which improve their confidence and aspiration.	Forest school leader part time Visits to theatres/museums Subsidised Y5/6 residential visit Free after-school clubs	VP EVC lead	£20,000
8. All children behave well and demonstrate high levels of engagement and enthusiasm for learning.	Behaviour, including learning behaviour, is good. Pupils make good progress in learning.	Reward shop Star of the week certificates Reward activities – visits/visitors		£5,000
9. Children have positive mental health and the ability to understand and	Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease.	Thrive CPD Resources for Thrive Whole-school Thrive approach adopted by all staff Forest schools	VP	£14,000

manage their own emotions with increasing independence.		Nurture Provision – dedicated TA for this aspect Extra sports coach		
10. Improve pupils' confidence in being able to speak clearly and coherently.	Early intervention and assessment of speech and language acquisition. Improved speech and language for pupils. Pupils speak to a wide range of audiences with confidence.	NELI, or other EYFS intervention Implement robust speech and language programme using Launchpad for Literacy. Develop oracy in the wider curriculum. Develop debating in order to give pupils opportunities to speak to a range of audiences.	EYFS lead HoA	£10,000
11. Developing parents' knowledge, skills and understanding in order to provide effective encouragement and support.	Strengthened partnership with parents/carers. Parents/Carers regularly support pupils with home reading and learning tasks.	Parenting courses – fund School Home Support worker - who provides pastoral support through Family Support Worker/Learning Mentor. Bedtime story books to take home Books to support stay and read sessions.	VP	£100

Total Spend:£214,100

Review:

Priority	Impact