

Summary information			
Academy	Rushden Primary Academy		
Academic Year	2019 - 2020	Total PP budget	£33980
Total number of pupils	327	Number of pupils eligible for PP	24

1. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
A.	Attainment for disadvantaged children is mixed across the school.	
B.	A lack of resilience in children when faced with challenges	
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
C.	Attendance for some PP children	
D.	Parental support (appropriate parental support to enable children to make good progress at school)	
2. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To ensure disadvantaged children perform equally as well as their peers.	Gap is being diminished between disadvantaged pupils and all pupils in all year groups
B.	Children have emotional resilience	PP children approach set-backs and challenges in a positive and determined way. Children demonstrate good behaviours to learning and respond well to difficult situations
C.	Attendance for PP pupils, particularly persistent absentees, increases from 18 -19 rates	Attendance for PP children in line with all pupils.
D.	Parents feel skilled in being able to provide educational and emotional support to their children	All children have a positive attitude towards education

3. Planned Expenditure

Academic year

2019 - 2020

The headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Targeted support

Desired outcome	Chosen action/approach	Staff lead	
To ensure disadvantaged children perform equally as well as their peers.	<ul style="list-style-type: none"> Learning Mentor support for children who are identified as having barriers to learning which affect their ability to access and engage in the learning in their class Specific teaching support from year group TA's and SEN TA to address specific areas of learning 	LD HM DF	
To ensure our children receive emotional support to develop resilience.	<ul style="list-style-type: none"> To train members of staff to become Emotional literacy support assistants to provide emotional and social skills support to children (ELSA) All staff to receive resilience training from Young Minds to develop a whole school focus on developing resilience in our children and families 	LD HM DF	
Improve attendance and lateness rates for PP children	<ul style="list-style-type: none"> Learning mentor support for specific families where needed to help improve rates of attendance Free access to breakfast and afterschool club to support good attendance for targeted families Weekly monitoring of targeted PP families where attendance has been a cause for concern in the past 	LD HM DF	
Improve the quality and interactions of parents in their children's learning	<ul style="list-style-type: none"> Targeted access to parenting support programmes, such as 123 Magic, resilience and wellbeing, family learning classes. Access to childcare to enable targeted families to attend. 	LD HM DF	
Total budgeted cost			£30980

ii. Other approaches		
Desired outcome	Chosen action/approach	
All children can access school based and extra-curricular trips and activities	All PP children are allocated £100 to spend on trips, uniform and items from the school book Fair (Max £40). Full or part funding at Principals discretion for trips, visits, clubs and support in purchasing additional resources as required	
Children to be able to access appropriate school uniform	Full or part funding at Principals discretion for school uniform using the PP passport	
Total budgeted cost		£3000

4. Review

i. Quality of teaching for all

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To ensure disadvantaged children perform equally as well as their peers.	<ul style="list-style-type: none"> Learning Mentor support for children who are identified as having barriers to learning which affect their ability to access and engage in the learning in their class Specific teaching support from year group TA's and SEN TA to address specific areas of learning 	<p>Extra TAs were appointed so that all children received the support required to achieve their potential. PP children were making good progress during the first two terms with over 60% working at expected levels or higher</p> <p>PP money received during lock down was used to ensure the children were supported academically and financially via Teams. If access to a laptop was a problem, the academy distributed Laptops for use at home</p>	To continue to support individuals who require support to access their learning
To ensure our children receive emotional support to develop resilience.	<ul style="list-style-type: none"> To train members of staff to become Emotional literacy support assistants to provide emotional and social skills support to children (ELSA) All staff to receive resilience training from Young Minds to develop a whole school focus on developing resilience in our 	<p>Tas were unable to start their ELSA training as they were booked in to attend in March. All training during this time was cancelled due to COVID. Up to this point, Children who required this type of support received it through academy run groups such as Pastoral girls and boys groups for junior aged children which included elements of ELSA, Self-esteem and emotional literacy and ELSA and protective behaviours for the younger members of our community</p> <p>Young Minds resilience training was cancelled</p>	To continue with support groups and to train TAs during the next academic year. Young Minds resilience will be rearranged for next year
Improve attendance and lateness rates for PP children	<ul style="list-style-type: none"> Learning mentor support for specific families where needed to help improve rates of attendance Free access to breakfast and afterschool club to support good attendance for targeted families Weekly monitoring of targeted PP families where attendance has been a cause for concern in the past 	Punctuality and attendance rates up until lockdown, was higher for PP families compared to the whole school attendance figures. Over half of the children had 100% attendance	This will be monitored as part of the academy as a whole but specifically targeting PP is not required. Attendance figures will be analysed to determine any trends.

Improve the quality and interactions of parents in their children's learning	Targeted access to parenting support programmes, such as 123 Magic, resilience and wellbeing, family learning classes.	A number of families accessed parent support programmes	Support was given in the form of 123 Magic. This will continue to be offered during the next academic year
ii. Other approaches			
Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
All children can access school based and extra-curricular trips and activities	All PP children are allocated £100 to spend on trips, uniform and items from the school book Fair (Max £40). Full or part funding at Principals discretion for trips, visits, clubs and support in purchasing additional resources as required	Success criteria partly met as some of the children accessed the funds allocated for clubs, book fayre, transport and uniform. All the children would have used the allocation over the course of the academic year but closure due to COVID resulted in all summer trips and residentials being cancelled.	Reminders were sent to PP families over the term so that all were aware of the allocated funds. This will be done again as it ensured that families were able to purchase extra items, attend clubs and ensure regular attendance and ensure all children could participate in special events and off-site excursions. Assistance was given to help some with the application process.
Children to be able to access appropriate school uniform	Full or part funding at Principals discretion for school uniform using the PP passport		