

# **The Federation of Rawcliffe Bridge Primary School and Rawcliffe Primary School**

## **Pupil Premium Expenditure 2019 -2020**

**At both schools in the federation, pupil premium groups are lower than the national average, with small, uneven cohort profiles across the two schools, therefore are both RBPS and RPS we know and treat each pupil as individuals.**

### Barriers to Educational Achievement

With a relatively small number of Pupil Premium children (although in some cohorts high percentage due to school size), it is unhelpful for us to generalise about the barriers faced to educational achievement. We therefore view each child as an individual and address their needs accordingly.

Some of the barriers our pupil premium face include:

- Poor attendance & aspirations
- Lack of parental engagement in school life and the amount of support that is available at home.
- Language and communication skills.
- Resilience – pupils often lack the belief in themselves when faced with challenges / new learning
- Multiple barriers to learning that include, cognition and/or poor speech and language

Barrier	Actions and Aims	Desired Outcomes	
Pupils often lack the belief in themselves when faced with challenges / new learning	<p>Specific targeted work undertaken with ELSA</p> <p>Federation Fridays to include work on Growth Mindset, Self-Identity and Positive Thinking</p> <p>Growth Mindset to be an integral part of school structure</p> <p>Extra-curricular clubs and activities</p> <p>Financial support so children can continually access the wider curriculum and enrichment opportunities e.g. residential and school visits</p> <p>Enhance teaching sequences to develop children's independence</p> <p>School activities that broaden a child's experiences to be the 'norm'</p>	<p>Children's confidence in their skills and knowledge will be improved to reflect their actual ability and attainment.</p> <p>The emotional wellbeing of children is positively affected by in-school support and interventions. Parents have an increased understanding in how best to support their child with mental health concerns.</p> <p>Pupil premium children participate in enhanced curriculum experiences to widen and deepen their understanding – increasing their access to learning.</p>	
Poor attendance & lack of parental engagement in school life and learning	<p>Regular parent/pupil/teacher meetings, phone calls and/or letters</p> <p>A wide range of experiences and opportunities are available to encourage parental engagement in school life e.g. behaving dadly, mums wild, key stage sports mornings, EYFS family sessions &amp; workshops.</p>	<p>More families of disadvantaged children are involved with school life.</p> <p>Improved attendance</p> <p>The emotional wellbeing of children is positively affected by in-school support and interventions. Parents have an increased understanding in how best to support their child with mental health concerns.</p>	
Multiple barriers to learning	<p>To ensure that children, with multiple disadvantages, have accurate diagnostic assessment leading to specific targets with accurate and focused provision</p> <p>Continued Mental Health training and support by ELSA</p> <p>Purchase of school diagnostic system to support staff in identifying the specific needs that children have.</p>	<p>Children have been supported accurately in order to support them in making at least expected progress in reading, writing and maths in each year group and progress within all curriculum areas in-line with their peers.</p> <p>Improvement in the quality of basic skills</p>	

To be reviewed during Spring II and Summer II.