

Pupil Premium Strategy

Summary information					
School	Rushwick C of E Primary				
Academic Year	2020-21	Total Pupil Premium budget	£24,140	Date of most recent PP Review	Sept 2020
Total number of pupils	168	Number of pupils eligible for PP	21	Date for next internal review of this strategy	Sept 2021

	Pupil Premium Funding		
	FSM/Ever 6	Services	Post LAC
Amount per pupil	£1,345	£310	£2,345
Number of children	14	2	2
Projected income	£18,830	£620	£4,690
Total	£24,140		

Pupil Premium Children					
	School FSM = 8.3%		National Average FSM = 17.7%		
	PP children	PP Girls	PP Boys	PP and SEND	Total NOR
EYFS	4	3	1	1	28
Year 1	2	0	2	1	21
Year 2	2	1	1	1	28
Year 3	6	5	1	3	21
Year 4	3	0	3	1	29
Year 5	2	1	1	1	21
Year 6	2	1	1	1	20
Total	21	11	10	9	168

DATA for Academic Year 2019-20.

Due to the COVID-19 PANDEMIC all formal testing ie SATS for Year 2 and Year 6 and Phonics check in Year 1 did not take place in June but was completed November 2020. As a result teacher assessment was used for all pupils. There is currently no comparative national data.

Attainment 2019-20	Pupils eligible for PP (school)		Pupils eligible for PP (national comparator)	
EYFS				
% of pupils achieving GLD	All pupils	-	All pupils	-
	Disadvantaged	-	Disadvantaged	-
	Non-Disadvantaged	-	Non-Disadvantaged	-
Phonics Check (test taken Nov 2020 results provisional)				
% of pupils meeting the required standard in Year 1 <i>(Phonics Check taken when pupils were in Year 2)</i>	All pupils		All pupils	-
	Disadvantaged		Disadvantaged	-
	Non-Disadvantaged		Non-Disadvantaged	-
% of pupils meeting the required standard in Year 2 <i>(Phonics Check taken when pupils were in Year 3)</i>	All pupils		All pupils	-
	Disadvantaged		Disadvantaged	-
	Non-Disadvantaged		Non-Disadvantaged	-
Key Stage One – based on Teacher Assessment to March 2020				
% achieving at least expected standard in reading	All pupils	90%	All pupils	-
	Disadvantaged	66%	Disadvantaged	-
	Non-Disadvantaged	100%	Non-Disadvantaged	-
% achieving at least expected standard in writing	All pupils	81%	All pupils	-
	Disadvantaged	50%	Disadvantaged	-
	Non-Disadvantaged	100%	Non-Disadvantaged	-
% achieving at least expected standard in maths	All pupils	90%	All pupils	-
	Disadvantaged	66%	Disadvantaged	-

	Non-Disadvantaged	100%	Non-Disadvantaged	-
Key Stage Two based on Teacher Assessment to March 2020				
% achieving at least expected standard in reading	All pupils	60%	All pupils	-
	Disadvantaged	0%	Disadvantaged	-
	Non-Disadvantaged	63%	Non-Disadvantaged	-
% achieving at least expected standard in writing	All pupils	55%	All pupils	-
	Disadvantaged	0%	Disadvantaged	-
	Non-Disadvantaged	57%	Non-Disadvantaged	-
% achieving at least expected standard in maths	All pupils	60%	All pupils	-
	Disadvantaged	100%	Disadvantaged	-
	Non-Disadvantaged	57%	Non-Disadvantaged	-
ATTENDANCE DATA for Academic Year 2019-20. Due to the COVID-19 PANDEMIC schools were in 'lockdown' for all pupils from March 2020 with the exception of Key Worker children. From June 1 st 2020 pupils in Reception, Year 1 and Year 6 were accommodated in school for up to 4 weeks in school until the end of the summer term, in addition to providing continued provision for the children of Key Workers.				
Attendance 2019-2020 From Sept 2019 – March 2020		School		National Average
% of sessions missed due to Overall Absence School 95% attendance	All pupils	3.5	All pupils	-
	Disadvantaged		Disadvantaged	-
	Non-Disadvantaged		Non-Disadvantaged	-
Persistent absentees - absent for 10% or more sessions	All pupils	8.98	All pupils	-
	Disadvantaged	26.67	Disadvantaged	-

	Non-Disadvantaged	6.5	Non-Disadvantaged	-
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1. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers		
A.	Academic – Weak English and maths skills so pupils performing below age related expectations. Communication skills are weak with poor and delayed language. Gaps in learning widened as a result of COVID-19 Pandemic.	
B.	Emotional and Social Wellbeing – Anxiety, low self-esteem, children not able to concentrate in class – a willingness to learn when emotions not regulated/ pupils not available for learning. Heightened anxiety levels as a result of the COVID-19 Pandemic.	
C.	Enrichment and Engagement – Children have limited experiences outside of school; physical health – children not engaged in physical activities outside of school. National lockdowns have resulted in further limitations to access of outside activities/sporting venues etc being open.	
External barriers		
D.	Parental engagement – support from home with reading, some poor attendance.	
E.	Mental Health, Wellbeing and Financial situation families following COVID-19 Pandemic	
2. Desired outcomes 2020-21	Success criteria	
A.	<p>Children to be closing the gap between current attainment and age related expectations. Children demonstrating progress in their maths and English skills – specifically in relation to spelling, phonics, reading and reasoning and problem solving.</p> <p>Children to improve their understanding of language, to use vocabulary and grammar more effectively. Children confident and able to discuss learning in class. Children with delayed language to have closed gap with peers. Children to have a wider subject vocabulary – understanding and using correctly new vocabulary learnt.</p>	<p>Pupils will meet or exceed age related expectations in reading, writing, maths, and phonics. Gaps in learning reduced to being closer in line with peers.</p> <p>Based upon the SATs/Pira scaled scores from termly assessments, all children in receipt of the Pupil Premium will improve their scaled scores by a minimum of 10% during the academic year.</p>

		<p>Evidence in books to demonstrate progress. Improvements in spelling results – impact measured using assessment of CEW words.</p> <p>Improved attainment of phonics screening.</p> <p>Children demonstrating a wider subject vocabulary knowledge during pupil discussion/class observations.</p> <p>Children when assessed by SALT demonstrate improvements in scores. Children able to retell narrative using who, what, where, when and why effectively. Grammar used effectively on 85% of occasions</p>
B.	<p>Children to have a better understanding of social contexts and appropriate behaviours. Children to be more confident and reduced anxiety within class. Children able to express emotions more readily and understand how to control their feelings better. Identify and provide support for those pupils who have suffered adversely with their mental health as a result of the pandemic. Children to develop greater resilience to help them overcome mental anxiety and fears.</p>	<p>Children demonstrate through a reduction in meltdowns how to deal with emotions such as anger, worry – regulating their own emotions more. Children's academic progress to show improvements as a result of them more readily available to learn.</p> <p>Support provided alleviates mental health issues – children not missing lessons or absent from school.</p>
C.	<p>Children to have opportunities to experience a broad and balanced curriculum, to experience other life skills previously they have not had chance to do. Improve physical and mental health and well-being. Through use of the Recovery Curriculum children have needs met – working on resilience.</p>	<p>Age appropriate skills will be taught within a thematic approach curriculum.</p> <p>Children will be exposed to a wide range of social, cultural, enrichment and sporting opportunities within (and outside) the school day. (In line with COVID-19 restrictions)</p>
D.	<p>Parents to feel confident and comfortable to visit school to discuss child's needs. Parents to engage in learning support opportunities. Parents to work with school on attendance issues where possible. Parents to engage with support from outside agencies when appropriate.</p>	<p>Improved attendance for PP pupils – pupils will match or exceed national averages for non-disadvantaged pupils.</p> <p>School to be proactive when contacting parents when attendance drops below 95% Through use of PSPs improve attendance.</p> <p>Greater support provided from home with reading and homework.</p>

E.	Families to work in partnership with schools, to inform school of changes in circumstances in relation to health (having to shield/self-isolate), bereavements, job losses, housing issues.	Attendance for pupils who may be having to shield/self-isolate closely monitored – support in place for those children unable to attend school. Access to remote learning provided for all PP children. Families able to access support from external agencies – successful signposting by school.
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Planned expenditure

Academic year **2020-21**

The three headings below enable schools to demonstrate how the school is using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring How will you ensure it is implemented	Expenditure	Evaluation of Impact
Improvements in attainment across subjects so pupils reaching age expected expectations or better.	<p>A clear focus within lessons building on prior attainment to enable children to achieve through feedback pupils are motivated and know how to improve. Staff training provided by English/maths leads.</p> <p>Enhancing vocabulary knowledge and understanding through direct teaching of subject specific vocabulary across all subject areas.</p>	<p>Quality first teaching (QFT) aims to engage and support the learning of all children and young people, and places a strong focus on pupil participation in learning.</p> <p>A Quigley author of Closing the Vocabulary Gap explains that 'A broad and deep vocabulary is integral to every facet of learning. Take science. In primary school, children need to grasp the unique language of science to describe the phenomena, from forces to food chains. When you possess a broad vocabulary any new or unfamiliar idea or term you come across is more likely to be linked to what you know and therefore better understood. Vocabulary is like mental Velcro - the more you know, the more 'hooks' you have to hook onto new words.'</p>	The school monitoring cycle will continuously evaluate provision through drop-ins, book trawls, pupil discussion and pupil progress meetings.	Staff meeting time – training for English Lead (RBaldwin oracy course training Jan 21)	

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring How will you ensure it is implemented	Expenditure	Evaluation of Impact

<p>Improvements in reading and writing (KS2) 85% of pupils working at age or above expectations. Improvements in maths attainment with 85% of pupils working at age or above expectations.</p>	<ul style="list-style-type: none"> • Daily phonics input • Daily reading 1 to 1 – incl Project X • Maths intervention groups • Spelling support in small targeted groups for pupils in Y5/6 	<p>Some pupils require targeted small group support. The use of regular daily targeted support for literacy enables pupils to recall spelling or reading of key words and build on prior learning, rehearsing prior learning every session. There have been a number of studies that consistently found the systematic teaching of phonics beneficial (see EEF guidance on improving Literacy in Key Stages 1 & 2.)</p>	<p>The school monitoring cycle will continuously evaluate provision through drop-ins, book trawls, pupil discussion and pupil progress meetings.</p>	<p>Teaching assistant time on a regular basis</p>	
<p>Improvements in social and emotional understanding. Less frequent incidents of angry outbursts. Children to understand and express feelings – leading to greater progress across the curriculum.</p>	<ul style="list-style-type: none"> • Thrive - weekly sessions – individual action planning. • Use of the Thrive room when needed to provide support. • Training for new TAs in Thrive approach. • Mental Health/Well being training for key staff in returning to school. • KS1 small groups/1:1 support for bereavement/anxiety in relation to return to school. 	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. (research from EEF website)</p>	<p>Deputy head through drop-ins, pupil discussion, thrive on-line resources.</p>	<p>Cost of training Thrive practitioners. On-line Thrive resources. Cost for 2 staff members involved in WCF well being return to school project provided by EP. 2x afternoon per week support for TA to deliver intervention</p>	

Support for development of language and communication skills.	<ul style="list-style-type: none"> Resources provided by SLT to work on targeted support for pupils with identified speech and language needs delivered by teaching assistant. Pre-teaching of key vocabulary for groups of pupils. 	Support provided to school by specifically trained practitioners to develop children speech and language skills and train up staff to deliver/reinforce input during daily lesson time.	SENDCo/ Deputy head through review of target setting in discussion with SALT half-termly.	SLT - input for staff and pupils.	
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iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring How will you ensure it is implemented	Expenditure	Evaluation of Impact
Parental engagement/ support Improved attendance for PP	<ul style="list-style-type: none"> Meetings to discuss issues with attendance regularly Encourage attendance at after school clubs – through school meeting some of the costs. Reaching out to parents who have been identified as may needing support following the pandemic. 	Without children being in school it is impossible to improve their attainment. NFER briefing for school leaders identifies addressing attendance as a key step.	Deputy/Head to review attendance on regular basis.	Rewards for attendance Use of Little Stars at a reduced rate.	

<p>Enrichment opportunities, improve physical health and mental well-being and life skills.</p>	<ul style="list-style-type: none"> • Costs of school visits • After school clubs – outdoor activities. (when restrictions removed/allow) • PSHE lessons to ensure healthy eating/being active/getting enough sleep – helping to develop lifelong healthy lifestyles. 	<p>Concerns raised nationally in Nov 19 that children are becoming less active with one in three children not active enough has led to a push towards greater physical activity in school. The research, which was funded by the British Heart Foundation (BHF), found that 61% of children in Year 1 did at least an hour of MVPA per day. But by Year 6, only 41% achieved this target - which is recommended by the UK's chief medical officers - of one hour of MVPA every day.</p> <p>Research evidence shows that education and health are closely linked. So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes. Start Active, Stay Active Report July 2011 states the importance of children being involved in daily physical activity. <i>'Physical activity has an important role to play in promoting mental health and well-being by preventing mental health problems..'</i></p> <p>Enrichment through arts participation (art/music/drama) is a positive one with 'improved outcomes identified in English, mathematics and science...with greater effects on average for younger learners and in some cases for disadvantaged pupils.' (Arts Participation updated Sept 2018 research from EEF)</p>	<p>Attendance registers for clubs to be monitored. Pupils to be questioned about which clubs they would like to have?</p>	<p>School trips costs covered Swimming sessions covered</p>	
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