

Pupil Premium Strategy Review 2019-2020 (Reviewed autumn 2020)

Summary information					
School	Rushwick C of E Primary				
Academic Year	2019-20	Total Pupil Premium budget	£22,060	Date of most recent PP Review	July 2019
Total number of pupils	164	Number of pupils eligible for PP	20	Date for next internal review of this strategy	Sept 2020

	Pupil Premium Funding		
	FSM/Ever 6	Services	Post LAC
Amount per pupil	£1,320	£300	£2,300
Number of children	17	2	2
Projected income	£17,160	£600	£4,600
Total	£22,060		

Pupil Premium Children					
	School = 12.1%		National Average = 13.7%		
	PP children	PP Girls	PP Boys	PP and SEND	Total NOR
EYFS	3	1	2	1	21
Year 1	2	1	1	0	29
Year 2	7	6	1	4	23
Year 3	3	0	3	1	29
Year 4	2	1	1	1	20
Year 5	2	1	1	0	19
Year 6	1	0	1	0	20
Total	20	10	10	6	161

Attainment 2018-19	Pupils eligible for PP (school)		Pupils eligible for PP (national comparator)	
EYFS				
% of pupils achieving GLD (Data for 2018-19 not available currently)	All pupils	-	All pupils	-
	Disadvantaged	-	Disadvantaged	-
	Non-Disadvantaged	-	Non-Disadvantaged	-
Phonics Check				
% of pupils meeting the required standard in Year 1	All pupils	79%	All pupils	82%
	Disadvantaged	50%	Disadvantaged	71%
	Non-Disadvantaged	89%	Non-Disadvantaged	84%
% of pupils meeting the required standard in Year 2	All pupils	80%	All pupils	-
	Disadvantaged	100%	Disadvantaged	-
	Non-Disadvantaged	75%	Non-Disadvantaged	-
Key Stage One				
% achieving at least expected standard in reading	All pupils	83%	All pupils	75%
	Disadvantaged	0%	Disadvantaged	78%
	Non-Disadvantaged	89%	Non-Disadvantaged	78%
% achieving at least expected standard in writing	All pupils	72%	All pupils	69%
	Disadvantaged	0%	Disadvantaged	73%
	Non-Disadvantaged	78%	Non-Disadvantaged	73%
% achieving at least expected standard in maths	All pupils	90%	All pupils	76%
	Disadvantaged	50%	Disadvantaged	79%
	Non-Disadvantaged	93%	Non-Disadvantaged	79%
Key Stage Two				

% achieving at least expected standard in writing	All pupils	94%	All pupils	78%
	Disadvantaged	100%	Disadvantaged	83%
	Non-Disadvantaged	94%	Non-Disadvantaged	83%
% achieving at least expected standard in reading	All pupils	71%	All pupils	73%
	Disadvantaged	100%	Disadvantaged	78%
	Non-Disadvantaged	69%	Non-Disadvantaged	78%
% achieving at least expected standard in maths	All pupils	71%	All pupils	79%
	Disadvantaged	100%	Disadvantaged	84%
	Non-Disadvantaged	69%	Non-Disadvantaged	84%
Attendance 2018-19	School		National Average	
% of sessions missed due to Overall Absence School 95% attendance	All pupils	3.2	All pupils	3.9
	Disadvantaged	6.5	Disadvantaged	5.4
	Non-Disadvantaged	2.9	Non-Disadvantaged	3.4
Persistent absentees - absent for 10% or more sessions	All pupils	3.1	All pupils	8.4
	Disadvantaged	18.2	Disadvantaged	15.7
	Non-Disadvantaged	1.7	Non-Disadvantaged	5.8

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	
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.	
C.	Enrichment and Engagement – Children have limited experiences outside of school; physical health – children not engaged in physical activities outside of school.	
External barriers		
D.	Parental engagement – support from home with reading, some poor attendance.	
2. Desired outcomes 2019-20	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 and reading.</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.</p>	<p>Pupils will meet or exceed age related expectations in reading, writing, maths, and phonics.</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 /precision teaching. Improved attainment of phonics screening.</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. Improvements in children's mental health.</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</p>

		academic progress to show improvements as a result of them more readily available to learn.
C.	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.	Age appropriate skills will be taught within a thematic approach curriculum. Children will be exposed to a wide range of social, cultural, enrichment and sporting opportunities within (and outside) the school day.
D.	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.	Improved attendance for PP pupils – pupils will match or exceed national averages for non-disadvantaged pupils. School to be proactive when contacting parents when attendance drops below 95% Greater support provided from home with reading and homework.

COVID-19 PANDEMIC closed schools to all but children of Key Workers from March 2020 to September 2020. From June 1st 2020 school was accessed by pupils in Reception, Year 1 and Year 6 (in addition to the key worker children) this was staggered following School's Risk Assessment so pupils from these year groups were in school for maximum 4 weeks during this time. Key Worker children were in from June 1st to July 17th exclusively.

Planned expenditure

Academic year **2019-20**

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 well?	Expenditure	Evaluation of Impact
Improvements in attainment across subjects so pupils reaching age expected expectations or better.	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.	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.	The school monitoring cycle will continuously evaluate provision through drop-ins, book trawls, pupil discussion and pupil progress meetings.	Training for middle leaders to develop skills in training other staff members. Cost ?	Consistent approach across school seen during School Review(March 2020) by SIA to reading. Book trawl monitoring evidence demonstrates all year groups have made progress towards targets. Teacher Assessments show that pupils are

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 well?	Expenditure	Evaluation of Impact
------------------------	---------------------------------	--	---	--------------------	-----------------------------

<p>Improvements in reading (KS1) and writing (KS2) x% of pupils working at age or above expectations.</p>	<ul style="list-style-type: none"> • Daily phonics input. • Daily precision teaching • Weekly additional reading – incl Project X 	<p>Some pupils require targeted small group support. The use of Precision teaching enables pupils through regular daily input to recall spelling or reading of key words in a set amount of time, building up over time. 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>Cost ?</p>	<p>Teacher assessment data</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. • Support provided at lunchtime by teaching assistant, leading games • Training for new TAs in Thrive approach. 	<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.</p> <p>Cost ?</p>	<p>Children who have received support have reduced outbursts and demonstrated growing skills in how to control their emotions. Some progress across academic work evident.</p>
<p>Support for development of language and communication skills.</p>	<ul style="list-style-type: none"> • Support provided by SLT • Regular 1 to 1 targeted support by teaching assistant. 	<p>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.</p>	<p>SENDCo/Deputy head through review of target setting in discussion with SALT half-termly.</p>	<p>SLT - input for staff and pupils. Training for SENDCo</p>	<p>Targets set by SALT have been unable to reviewed due to lockdown and covid restrictions. Families had access to SALT resources during lockdown. Staff kept in regular contact with vulnerable pupils.</p>
<p>iii. Other approaches</p>					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Monitoring How will you ensure it is implemented well?	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 payment 	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.	Attendance figures for whole school until lockdown were
Enrichment opportunities, improve physical health and mental well-being and life skills.	<ul style="list-style-type: none"> Costs of school visits After school clubs – outdoor activities. 	<p>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>	Attendance registers for clubs to be monitored. Pupils to be questioned about which clubs they would like to have?	School trips costs covered Swimming sessions covered	<p>Visit to Cinema, Pantomime costs covered.</p> <p>During remote learning activities were sent for keeping active.</p> <p>Key worker children in school regularly accessed PE with Joe Wickes.</p> <p>Outdoor areas were utilised fully during key workers in school.</p>

Evaluation of support provided during National Lockdown and in school support for those PP pupils during lockdown of schools from March to June.

From March 23rd 2020-June 1st 2020 School was closed to all pupils apart from those of key worker families. Out of the pupils eligible for pupil premium 3 pupils attended school as key worker children during these 10 weeks. The remaining 18 pupils were supported via remote learning with school staff 'checking in' on a regular basis with these pupils. Engagement in online learning varied between year groups and pupils but those pupils not engaging were contacted. For the PP children who were unable to print resources school staff would print out and leave for families to collect from the school foyer to collect.

From June 1st – July 20th 2020 school was opened for pupils in year R, 1 and 6 during the 7 weeks. Not all year groups were able to be in at any one time as key worker children were encouraged to be in school so capacity for space and staffing didn't allow it. In addition to the original 3 PP pupils who attended from March to June 2 more PP children attended for 5 of the 7 weeks on 3 days and 2 PP children attended for one week. Remote learning activities continued to be provided for all pupils and staff maintained the 'checking in' via telephone calls, Microsoft Teams or Class Dojo of all vulnerable pupils.

Pupils of all year groups were invited in to school during the final week of term to meet their new teacher. Additional transition visits were undertaken for the vulnerable pupils who had not attended school since March (these were also all PP pupils)