



## Pupil premium Statement 2019 - 2020

1. Summary information					
School	Rushey Green Primary School				
Academic Year	2019/20	Total PP budget	£21,160	Date of most recent PP Review	July 2019
Total number of pupils	634	Number of pupils eligible for PP	179 28% of roll	Date for next internal review of this strategy	July 2020

2. Current attainment			
	Pupils eligible for PP (RG)	Pupils not eligible for PP (RG)	Pupils not eligible for PP (national average)
% achieving expected standard or above in reading, writing & maths	R 67 W 67 M 58 Com XX		
% making expected progress in reading (as measured in the school)	-2.31 W		
% making expected progress in writing (as measured in the school)	-3.45		
% making expected progress in mathematics (as measured in the school)	-1.48		

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Speech, Language and Communication Needs (SLCN) including breadth/depth of vocabulary
B.	Low attainment on entry
C.	Progress across Key Stage 1 due to low starting point
D.	Mental health and emotional wellbeing – building the resilience of pupils who have specific social, behavioural and emotional needs



## Pupil premium Statement 2019 - 2020

<b>Additional barriers</b> (including issues which also require action outside school, such as low attendance rates)	
<b>E.</b>	Attendance
<b>F.</b>	Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities
<b>G.</b>	Limited knowledge and understanding of the World- Cultural Capital

<b>2017 – 2018 End of Year Attainment</b>	<b>2018 – 2019 End of Year Attainment</b>
<b>KS2</b>	<b>KS2</b>
R - 67% of disadvantaged pupils R – 62% of non-disadvantaged pupils achieved ARE compared to 75% national (All)	R - 65% of disadvantaged pupils R – 63% of non-disadvantaged pupils achieved ARE compared to 73% national (All)
W - 67% of disadvantaged pupils W – 76% of non-disadvantaged pupils achieved ARE compared to 78% national (All)	W - 67% of disadvantaged pupils W – 64% of non-disadvantaged pupils achieved ARE compared to 78% national (All)
M- 58% of disadvantaged pupils M –59% non-disadvantaged pupils achieved ARE compared to 75% national (All)	M- 62% of disadvantaged pupils M –64% non-disadvantaged pupils achieved ARE compared to 79% national (All)
RWM- 48% of disadvantaged pupils RWM – 48% of non-disadvantaged pupils achieved ARE compared to 64% national (All), 70% national disadvantaged. RWM – 3% of disadvantaged pupils RWM – 0% of non-disadvantaged pupils achieved greater depth compared to 10% national (All)	RWM- 48% of disadvantaged pupils RWM – 59% of non-disadvantaged pupils achieved ARE compared to 65% national (All),
<b>KS1</b>	<b>KS1</b>
R - 60% of disadvantaged pupils R – 73% of non-disadvantaged pupils achieved ARE compared to 75% national (All) R – 15% of disadvantaged pupils R - 16% of non-disadvantaged pupils achieved greater depth compared to 26% national (All)	R - 39% of disadvantaged pupils R – 50% of non-disadvantaged pupils achieved ARE (national not yet available (All))



## Pupil premium Statement 2019 - 2020

<b>2017 – 2018 End of Year Attainment</b>	<b>2018 – 2019 End of Year Attainment</b>
W- 50% of disadvantaged pupils W – 66% of non-disadvantaged pupils achieved ARE compared to 70% national (All) W – 5% of disadvantaged pupils W - 6% of non-disadvantaged pupils achieved greater depth compared to 16% national (All)	W- 36% of disadvantaged pupils W – 43% of non-disadvantaged pupils achieved ARE (national not yet available (All))
M- 55% of disadvantaged pupils M – 75% non-disadvantaged pupils achieved ARE compared to 76% national (All) M – 15% of disadvantaged pupils M - 18% of non-disadvantaged pupils achieved greater depth compared to 22% national (All)	M- 43% of disadvantaged pupils M – 54% non-disadvantaged pupils achieved ARE (national not yet available (All))
<b>Year 1 Phonics check</b>	<b>Year 1 Phonics check</b>
55% of disadvantaged pupils 64% non-disadvantaged pupils achieved ARE compared to 83% national (All)	80% of disadvantaged pupils 74% non-disadvantaged pupils achieved ARE compared to 83% national (All)



## Pupil premium Statement 2019 - 2020

Current Academic Year		2019- 2020	
i.	Quality First teaching		
Action	Intended outcome	Staff lead	Estimated Cost £
<p><b>Targeted support for individual teachers – particularly in Y2, Y4 and Y6.</b></p> <ul style="list-style-type: none"> <li>- SLT to mentor, support and develop teachers' skills through team teaching (0.5 p/w)</li> <li>- SLT to support planning in Y2, Y3, Y5 and Y6.</li> <li>- Establish non-negotiables for teaching and learning</li> <li>- WLT supporting year group teachers</li> </ul>	<p>Ensure the quality of teaching and learning is consistently good or better across all classes in all year groups.</p>	<p>SLT</p>	<p>25,000</p>
<p><b>Improve the quality of teaching Writing in Y 2,3,4,5 and 6</b></p> <ul style="list-style-type: none"> <li>-Establish clear cycle for teaching writing</li> <li>-CPD to develop teachers' understanding of work at the expected and greater depth standards.</li> <li>- Devise a new approach to the teaching of spelling.</li> <li>-WLT to support teachers to improve the quality and widen the range of feedback given to pupils secure progress in writing,</li> </ul> <p><b>Curriculum</b></p> <ul style="list-style-type: none"> <li>-identify key texts to be used as models for writing</li> <li>-Provide more opportunities for key curriculum leads to ensure that the curriculum results in pupils developing cumulative layers of knowledge.</li> <li>-Members of staff to lead on curriculum development (0.2 days)</li> </ul> <p><b>Improve the use of AfL to accelerate pupils progress within lessons</b></p> <ul style="list-style-type: none"> <li>-All teachers to be trained in the use of PiXL and INSIGHT to track pupils and plan interventions.</li> <li>-Ensure interventions address gaps in pupils' learning and the impact is regularly reviewed and evaluated</li> </ul>	<p>At least 70% achieve the expected standard and 15% achieve GDS in each year group in writing.</p>	<p>English subject Lead</p> <p>SLT</p> <p>WLT</p>	<p>12,000</p>
			15,000
	<p>Pupils have access to and experience of a range of high quality, challenging text to extend their range of vocabulary.</p> <p>Curriculum intents are fully implemented for all curriculum subjects and ensure that learning is progressive and results in a deep understanding of subject disciplines.</p>	<p>DHT Teaching and Learning</p>	15,000



## Pupil premium Statement 2019 - 2020

<p>-Ensure support staff performance management focuses on the effectiveness of interventions</p> <p><b>Strategies to drive attainment improvement in maths-</b></p> <p>-Maths lead to further develop whole school planning</p> <p>-Provide further opportunities through for problem solving and reasoning in Maths</p> <p>-Ensure all staff are trained on how to develop problem solving and reasoning skills with pupils.</p>	<p>Teaching addresses gaps in the children's learning and is appropriately pitched.</p> <p>Increased % of children working at GDS as a result of appropriate challenge.</p> <p>Children demonstrate the ability to problem solve and articulate their reasoning particularly in Y2, Y3 and Y5.</p> <p>The curriculum clearly identifies more opportunities for children to problem solve across the curriculum.</p>	<p>Maths subject Lead</p> <p>SLT</p> <p>WLT</p>	<p>12,000</p>
<p><b>CPD for staff to support with</b></p> <p><b>-provision for SEND</b></p> <p>External training from Lewisham SEND outreach for SENCO and led by the SENCO for the teaching team</p> <p><b>-Low levels of attainment.</b></p> <p>Key stage specific CPD supporting teachers in using assessment data well to plan next steps</p> <p><b>-Language Acquisition</b></p> <p>Speech &amp; Language Training for all support staff and key teachers.</p> <p>Internal training by SLT</p> <p><b>-Pitch &amp; challenge</b></p>	<p>Good or better provision for SEND pupils result in a diminishing gap between them and their peers.</p> <p>Provision and support for SEND is well planned and resourced.</p> <p>70% achieve expected in CLL at the end of EYFS.</p> <p>Reduce the number of children with Speech and language difficulties.</p>	<p>SENDCO</p> <p>Inclusion Team</p>	<p>8,000</p>

## Pupil premium Statement 2019 - 2020

ii.			
Action	Intended outcome	Staff lead	Cost £
<p><b><u>Speech, Language and Communication Needs (SLCN) including breadth/depth of vocabulary</u></b></p> <p><b>TA training for speech and language support</b></p> <p><b>Targeted Provision of S &amp; L Therapy</b></p> <ul style="list-style-type: none"> <li>- S &amp; L SLA</li> <li>- Nirvana S &amp; L TA</li> </ul>	<p>70% achieve expected standard in CLL at the end of EYFS.</p> <p>75% achieve the expected standard in Reading the KS1.</p> <p>At least 1 teaching assistant in each year group trained in speech and language.</p> <p>Targeted intervention 12 week programmes.</p>	<p>SENDCO</p>	<p>5,000</p>
<p><b><u>Low Attainment on Entry</u></b></p> <p>-Catch up programme for newly arrived, new to English and low attaining children</p> <p>-Pre- teaching in English an maths by teacher or teaching assistant</p> <p><b>Booster groups</b></p> <ul style="list-style-type: none"> <li>- Small group teaching in Year 6 provided by dedicated Tutor throughout day and after school</li> <li>- Year 2 booster groups for maths and English</li> <li>- Year 3 booster groups for maths and English</li> <li>- Year 5 booster groups for maths and English</li> <li>- Destination Reader programme in KS2</li> </ul> <p><b><u>Progress across Key Stage 1 due to low starting point</u></b></p> <ul style="list-style-type: none"> <li>-Phonics Intervention groups</li> <li>-Supported Reading in KS1</li> </ul>	<p>Improved transition, for children with historic low attendance, high mobility or little to no English.</p> <p>Pupils have improved access to the curriculum.</p> <p>Improve pupils' attainment and confidence in maths and English.</p> <p>Address gaps in children's learning and accelerate pupils' ability to learn and apply concepts, supported by reasoning and problem solving.</p> <p>75% working at the expected standard in reading at the end of Y2,</p>	<p>DHT SLT WLT</p> <p>Phonics Lead</p>	<p>10,000</p> <p>2000</p>



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<ul style="list-style-type: none"> <li>-Language &amp; vocabulary groups</li> <li>-Oral problem solving and reasoning group</li> <li>-GDS targeted intervention group</li> </ul>	<p>65% achieve the expected standard in RWM</p>		
<p><b><u>Behaviour – building the resilience of pupils who have specific social, behavioural and emotional needs</u></b></p> <ul style="list-style-type: none"> <li>- Full time Pastoral Lead</li> <li>- Learning Mentor</li> <li>- Additional support staff for SEMH</li> <li>- Art Therapy</li> <li>- BST outreach</li> <li>- Parenting classes</li> <li>- DHT Behaviour to support and develop Social Skills training for TAs</li> <li>- AHT to support and develop MDMS to aid with development of positive relationships in playground.</li> <li>- TA in every year group to complete Mental Health First Aid Training</li> </ul>	<p>Maintain no Fixed term exclusions</p> <p>Improved behaviour for learning across the school.</p> <p>Ensure consistent expectations and responses to challenging behaviour at home and at school.</p> <p>Improved self-esteem and wellbeing for all pupils.</p> <p>Reduce the number of pupils being support by behaviour plans.</p>	<p>Pastoral Lead DHT SLT WLT</p>	<p>30,000</p>



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<p><b>Attendance</b></p> <ul style="list-style-type: none"> <li>- Attendance support officer</li> <li>- Pastoral lead to support families, home visits</li> <li>-Attendance Rewards &amp; support</li> <li>- Office Admin support</li> <li>- <b>Walking bus</b></li> </ul>	<p>Whole school attendance of 96%          FSM/ Ever 6 attendance &gt; 96% and above NA          Persistent Absences &lt;8.7% (NA)          Support families and secure parent partnerships to realise their educational aspirations for their children.</p>	<p>Pastoral Lead          Inclusion Team          Attendance Officer</p>	<p>15,000</p>
<p><b>Access to enrichment activities</b></p> <ul style="list-style-type: none"> <li>- Subsidised extra-curricular activities</li> <li>-Membership of specialist clubs</li> <li>- 'Interest' day</li> <li>- Specialist sports coach</li> <li>-Specialist music teacher</li> <li>-Educational visits</li> <li>-poetry and writing workshops</li> </ul>	<p>Every PPG child to attend an at least one extra-curricular activity per term. s.</p> <p>Every PPG child to receive specialist sports coaching</p> <p>Curriculum knowledge is deepened as a result of real life experiences,</p>	<p>SLT          WLT</p>	<p>30,000</p>
<p><b>Limited knowledge and understanding of the World- Cultural Capital</b></p> <ul style="list-style-type: none"> <li>-University Taster days</li> <li>- Visits to theatre and other Art institutions</li> <li>-Master classes from professionals</li> <li>- Forest School workshop</li> <li>-Experience Days</li> <li>_Historical Workshops</li> <li>-Library workshops</li> <li>-ICT Resources to access home learning</li> <li>-Hardship Funding</li> </ul>	<p>Raise pupils' aspirations and levels of motivation/</p> <p>Widen pupils' knowledge and understanding of the world. Provide further opportunities for outdoor and Forest school learning.</p> <p>Improve pupil's understanding of British history and culture.</p> <p>Improve families' knowledge of local resources to support learning.</p>	<p>DHT</p> <p>SLT          WLT</p>	<p>40,000</p> <p>3000</p>

4.

Area of Spend	Focus	Total Allocation £
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Quality first teaching	Raising attainment to diminish the difference	79000
Salary contributions for the wider and senior leadership team	Support and develop teachers' skills	
Salary contributions for the pastoral lead & Inclusion Team	Social skills training Management of disadvantaged grant including monitoring of impact, managing TAS, data analysis, behaviour management and training	5,000
Salary contributions for full time Learning Mentor who supports the children	Personal, social and Mental Health & Well-being	19,000
Salary contributions for specialist staff: Coach, Music, Spanish	P.E. Music, Spanish	12,000
Salary contributions for Inclusion Teaching Assistants	Attainment	10,000
Salaries to provide additional TA support in classes and for focused interventions	Attainment	20,000
Weekly interventions	English	10,000
Booster sessions (during or after school)	English and maths	
Additional learning resources (iPads, Computing programmes, science resources, high quality texts for classrooms and the library	English, maths, computing	35000
Staff training	Personal and social, English and maths	10000
Funding for after school activity clubs	Personal and social	18,000
Funding for enrichment activities such as : residential trips, , school trips	Personal and social	40,000
Access Funding	Emergency funding for PPG in Need/ Crisis	3000
Well-being of disadvantaged	Personal and social	1,500
	<b>Estimated Expenditure</b>	<b>252,500</b>
		<b>-211,160</b>
	<b>Contribution from additional funding source</b>	<b>41, 340</b>