



Pupil premium strategy and review

| 1. Summary information | | | | | |
|-------------------------------|-----------------------------|---|--------------------|---|--|
| School | Rushey Green Primary School | | | | |
| Academic Year | 2018/19 | Total PP budget | £228,320 | Date of most recent PP Review | |
| Total number of pupils | 617 | Number of pupils eligible for PP | 170 28% of roll | Date for next internal review of this strategy | |

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

| 3. Barriers to future attainment (for pupils eligible for PP) | |
|---|---|
| Academic barriers (<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. | Provision at Key Stage 1 |
| D. | Behaviour – building the resilience of pupils who have specific social, behavioural and emotional needs |
| Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>) | |
| E. | Attendance |
| F. | Access to enrichment activities – educational experiences such as trips, music lessons and participation in physical activities |
| G. | Curriculum gaps not identified accurately |



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| 4. Review of expenditure | | | | |
|---|--|---|---|-----------|
| Previous Academic Year | | 2017 - 2018 | | |
| i. Quality of teaching for all | | | | |
| Action | Intended outcome | Estimated 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) | Cost £ |
| Training for speech and language support | All teachers should be aware of appropriate strategies to support the needs of children with language difficulties | Increased levels of awareness; all children with needs were identified and some additional support was put in place. EMAS staff meeting increased awareness of strategies and available resources to support EAL children. | Early identification is vital and this enables teachers to be able to become increasingly accountable for the quality of delivery in lessons. | 17,940 |
| | | | | 14,824 |
| To improve QFT and give targeted support for individual teachers; CPD for staff to support with SEND and low levels of attainment | Ensure the needs of all PPG children are met within a QFT teaching context | All teaching to be good + (80% good or outstanding) Unexpected changes in school leadership had a negative effect on the school's capacity to support teaching and learning. | Stable leadership team established - a deputy head has been seconded, monitoring cycle set up for 2018 /2019 being rigorously followed. | 63,359 |



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ii. Targeted support

| Action | Intended outcome | Estimated 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) | Cost £ |
|--------------------------------------|---|--|--|-----------|
| Teaching Assistant-led target groups | Focused support for PPG pupils who were identified as underachieving. | <p>At KS2 disadvantaged pupils were broadly in line with all; however, at KS1 there was a significant gap.</p> <p>KS2 R - 67% of disadvantaged pupils R – 64% of non-disadvantaged pupils achieved ARE compared to 75% national (All)</p> <p>M- 58% of disadvantaged pupils M –59% non-disadvantaged pupils achieved ARE compared to 75% national (All)</p> <p>RWM- 48% of disadvantaged pupils RWM – 48% of non-disadvantaged pupils achieved ARE compared to 64% national (All), 70% national disadvantaged.</p> <p>KS1 R - 67% of disadvantaged pupils R – 70% of non-disadvantaged pupils achieved ARE compared to 75% national (All)</p> <p>W- 67% of disadvantaged pupils W – 62% of non-disadvantaged pupils achieved ARE compared to 68% national (All)</p> <p>M- 58% of disadvantaged pupils M – 70% non-disadvantaged pupils achieved ARE compared to 75% national (All)</p> | Targeting needs to be more analytical, more sharply focused, systematic and monitored for quality. | 15,293 |

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| ii. Targeted support | | | | |
|--|--|---|--|--------------------|
| Action | Intended outcome | Estimated 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) | Cost £ |
| Phonics focus groups by specialist TA | Focused support for PPG pupils who were identified as underachieving | In terms of outcomes, insignificant gap between disadvantaged and all pupils in the school; however, school was 22% below national outcome. 55 % of disadvantaged pupils 61% of non-disadvantaged pupils | A significant proportion of children with special educational needs still need to be targeted for more support in order to be able to access the curriculum at an age-appropriate level. Be more targeted in choosing disadvantaged children. | 8,202 |
| Maths and English Booster Year 2 3 x pw @ 40 mins | Identified gaps to be closed and PPG pupils to meet ARE | KS1 R - 67% of disadvantaged pupils R – 70% of non-disadvantaged pupils achieved ARE compared to 75% national (All) W- 67% of disadvantaged pupils W – 62% of non-disadvantaged pupils achieved ARE compared to 68% national (All) M- 58% of disadvantaged pupils M – 70% non-disadvantaged pupils achieved ARE compared to 75% national (All) | Support needs to be started earlier in the autumn term and we need to have a more systematic and targeted approach to identifying gaps in learning. An improved data analysis (INSIGHT) will drive this forward | 6,053 5,984 |



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| ii. Targeted support | | | | |
|---|--|--|--|---------------------|
| Action | Intended outcome | Estimated 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) | Cost £ |
| Reading, writing and maths booster Year 6 By year 6 teachers 3 x pw @ 40 mins | Gaps to be closed and PPG pupils to meet ARE | Pupil outcomes (PPG and all pupils were broadly in line with each other, however the outcomes were 20% below national. <u>KS2</u> R - 67% of disadvantaged pupils R – 64% of non-disadvantaged pupils achieved ARE compared to 75% national (All) M- 58% of disadvantaged pupils M –59% non-disadvantaged pupils achieved ARE compared to 75% national (All) RWM- 48% of disadvantaged pupils RWM – 48% of non-disadvantaged pupils achieved ARE compared to 64% national (All), 70% national disadvantaged. | Support needs to be started earlier in the autumn term and we need to have a more systematic and targeted approach to identifying gaps in learning. An improved data analysis (INSIGHT) and PiXL assessment package will drive this forward. | 22,195 5,486 |

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| ii. Targeted support | | | | |
|---|---|---|---|-----------|
| Action | Intended outcome | Estimated 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) | Cost £ |
| Maths specialist – Year 6 4 x p/w @ 60mins | Targeted maths support would close the gap between disadvantaged and all pupils | Pupil outcomes (PPG and all pupils were broadly in line with each other, however the outcomes were 20% below national. KS2 R - 67% of disadvantaged pupils R – 64% of non-disadvantaged pupils achieved ARE compared to 75% national (All) M- 58% of disadvantaged pupils M –59% non-disadvantaged pupils achieved ARE compared to 75% national (All) | End of contract for Maths Specialist. Graduate candidate being sought to carry out targeted maths support. Support needs to be started earlier in the autumn term and we need to have a more systematic and targeted approach to identifying gaps in learning. An improved data analysis (INSIGHT) will drive this forward. | 23,562 |
| 1:1 counsellor 3 days p/w | PPG pupils to have emotional support and an opportunity for self-expression in a safe context | 16 pupils from KS2 were supported, of which 14 were disadvantaged and most were able to or had begun to build up resilience in specific social, behavioural and emotional needs and apply skills learnt. Unexpected changes in school leadership and direction led to the cancellation of this support. | Although the previous model was proving to be successful, it was too expensive and not sustainable. The school has since appointed a Learning Mentor from September 2018, who will fulfil this role. | 3,633 |

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| ii. Targeted support | | | | |
|---|---|---|--|---------------------|
| Action | Intended outcome | Estimated 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) | Cost £ |
| Art Therapy Art Therapist 4 days p/w | PPG pupils to have emotional support and an opportunity for self-expression in a safe context | Up to 4 pupils from KS1 and 6 from KS2 have been supported through this service. Strategies learned have been positively impacting on their behaviour for learning. | This intervention will be continued. | 6,885 |
| Social skills groups Learning Mentor 5 days p/w | PPG pupils to have the opportunity to develop effective social interaction and communication skills | Training of mid-meals staff resulted in more positive relationships in the playground, with less confrontation and purposeful activities taking place. As a result, the number of behaviour incidents reduced as the year progressed. Learning Mentor carried out groups until Spring 2. | Although the previous model was proving to be successful, the then Learning Mentor went on long-term sick. The school has since appointed a Learning Mentor from September 2018, who should fulfil this role. New Deputy Head, carrying | 15,752 7,786 |
| Catch up support: Sounds Write in Reception to year 3 | Develop effective knowledge of sounds-letter correspondence | Evaluations at end of year showed value added attainment for children who benefitted from this intervention. | Support needs to be started earlier in the autumn term and we need to have a more systematic and targeted approach to identifying gaps in learning. An improved data analysis (INSIGHT) will drive this forward | 6,301 3,114 |

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| iii. Other approaches | | | | |
|--|--|--|---|-----------|
| Action | Intended outcome | Estimated 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) | Cost £ |
| Subsidised extra-curricular activities | To raise confidence and self-esteem for pupil premium pupils through extended day provision. Support for children with social and emotional difficulties and expose PP pupils to experiences beyond their locality. To complement existing school themes and British ... | Improved level of social and emotional skills. Confidence and self-esteem raised. | Increase the number of subsidised spaces. | 4,000 |
| Parent workshops | To support families and secure parent partnerships to realise their educational aspirations for their children by sharing strategies with them. | Uptake was better for KS1 workshops. Though there was value added, attainment was still below national for both KS1 and 2. | Do smaller hands-on workshops . | 80 |
| Computing club | Give pupils opportunities and access to engage with online learning within the curriculum. | Aided skills development . | Provide more opportunities for lunch time clubs allowing children to engage with online learning within the curriculum. | 422 |

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| iv. Other approaches | | | | |
|---|--|--|--|-----------|
| Action | Intended outcome | Estimated 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) | Cost £ |
| Pastoral support | <p>PPG pupils to have the opportunity to develop effective social interaction and communication skills.</p> <p>To raise confidence, self-esteem and aspirations.</p> | Learning Mentor carried out groups until Spring 2. | <p>Although the previous model was proving to be successful, the then Learning Mentor went on long-term sick. The school has since appointed a Learning Mentor from September 2018, who should fulfil this role.</p> <p>New Deputy Head, carrying out training of staff to conduct social skills groups.</p> | 15,754 |
| <p>Subsidised uniforms, clubs after-school and breakfast clubs, residential trips</p> <p>To raise confidence and self-esteem for pupil premium pupils through extended day provision.</p> <p>Support for children with social and emotional difficulties.</p> | <p>Expose PP pupils to experiences beyond their locality and empower children with the necessary skills to cope outside primary school and in the wider society.</p> <p>To enhance motivational climate at School.</p> | <p>Targeted/Participating pupils had improved level of social and emotional skills. A renewed self-confidence and motivation for those who received uniforms.</p> <p>e.g 2 x chn in KS1 received school sweatshirts and p.e. kits.</p> <p>2 x year 6 were sponsored for residential trip</p> <p>2 x year 6 had afterschool club and breakfast club subsidised.</p> | Continued support | 2,402 |



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| 5. Planned expenditure | | | | | |
|--|---|---|---|------------|--------------------------------------|
| Academic year | 2018 - 2019 | | | | |
| The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies | | | | | |
| i. Quality of teaching for all | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>Observations and targeted support for individual teachers – particularly KS1.</p> <ul style="list-style-type: none"> - DH (T & L) to support and develop teachers' skills (0.5 p/w) - WLT supporting year group teachers <p>T4Writing to drive QFT of writing forward.</p> <ul style="list-style-type: none"> - All teachers to be trained in the use of T4Writing to rapidly improve attainment in writing PDM provided by HT PDM provided by external trainer <p>Use of PiXL and INSIGHT for AfL to drive QFT forward.</p> <ul style="list-style-type: none"> - All teachers to be trained in the use of PiXL and INSIGHT to aid with assessment and analysis of data. <p>Strategies to drive attainment improvement in maths.</p> <ul style="list-style-type: none"> - PDM to be provided by external | <p>Ensure the needs of all disadvantaged children are met within a QFT teaching context</p> | <p>A, B, C, D, E, G</p> | <p>Robust monitoring</p> | <p>HT</p> | <p>Half termly</p> |



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| i. Quality of teaching for all | | | | | |
|--|---|---|---|------------|--------------------------------------|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| CPD for staff to support with SEND and low levels of attainment. - Lewisham Outreach team to provide training and support via PDM and working in-house with pupils | Ensure the needs of all disadvantaged children are met within a QFT teaching context | A, B, C, D, E, G | | SENDCO | |
| Total budgeted cost | | | | | 37,022 |
| ii. Targeted support | | | | | |
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Training for speech and language support Targeted Provision of S & L Therapy - S & L SLA - Nirvana S & L TA | All teachers and teaching assistants should be aware of and using appropriate strategies to support the needs of children with language difficulties. | A, B, C, D, E, G | Evaluation and monitoring | SENDCO | |



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| ii. Targeted support | | | | | |
|---|---|---|---|---------------------------|--------------------------------------|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>Booster groups</p> <ul style="list-style-type: none"> - Small group tuition Year 6 SATs small group learning provided by dedicated Tutor throughout day and after school - Year 2 booster groups for maths and English - Year 6 booster groups for maths and English - Year 5 booster groups for maths and English - Soundwrite focus group - Phonics groups - Reading recovery groups - SLT reading support groups | <p>To increase pupils' self-confidence in maths and English.</p> <p>To close the gaps and accelerate pupils' ability to learn and apply concepts, supported by reasoning and problem solving.</p> | <p>A, B, C, D, E, G</p> | <p>Evaluation and monitoring</p> | <p>HT SLT WLT</p> | |



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| ii. Targeted support | | | | | |
|---|---|---|---|-------------------|--------------------------------------|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| <p>Behaviour – building the resilience of pupils who have specific social, behavioural and emotional needs</p> <ul style="list-style-type: none"> - Full time learning mentor - DHT Behaviour providing social skills sessions - DHT Behaviour to support and develop Social Skills training for TAs - AHT to support and develop MDMS to aid with development of positive relationships in playground. - Art therapy | <p>To improve targeted skills: listening, concentration, and the development of appropriate behaviour, self- motivation, communication skills and teamwork.</p> <p>To raise confidence, self- esteem and aspirations.</p> | A, B, C, D, E,F, G | Evaluation and monitoring | DHT SLT WLT | |
| <p>Attendance</p> <ul style="list-style-type: none"> - Attendance support officer - AHT Inclusion support families, home visits - Office Admin support - Walking bus | <p>To establish, for targeted pupils, home school links and improve pupil attendance and punctuality, progress and positive participation in school.</p> | A, B, C, D, E, G | Monitoring | SENDCO | |
| Total budgeted cost | | | | | 166,124 |



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| iii. Other approaches | | | | | |
|--|---|---|---|-----------------------|--------------------------------------|
| Action | Intended outcome | What is the evidence and rationale for this choice? | How will you ensure it is implemented well? | Staff lead | When will you review implementation? |
| Access to enrichment activities – Subsidised extra-curricular activities -Specialist music teacher -Educational visits | To raise confidence and self- esteem for pupil premium pupils through extended day provision. Support for children with social and emotional difficulties. | F | Evaluation, monitoring | AHT SLT WLT | |
| School Home Support -parent workshops provided by DHT Behaviour, Class teachers , Lead TA for Phonics | To support families and secure parent partnerships to realise their educational aspirations for their children. | A, B, C, D, E,F, G | Evaluation and monitoring | DHT SLT WLT | |
| Total budgeted cost | | | | | 25,174 |



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6. Additional detail

Academic Areas to be targeted in 2018-19

Provision in Year 1 – to reduce the gaps between Disadvantaged and Non-Disadvantaged

Targeted support for CLA and post- CLA children – all (Year 6, Year 5 x 3, Year 4 x 2, Year 3, Year 2 x 2 and Year 1)

Targeted support for Year 3 pupils underachieving from Year 2 (2017-18)

Targeted support for Year 2 pupils underachieving from Year 1 (2017-18)

Disadvantaged children for phonics

| Area of Spend | Focus | Total Allocation £ |
|---|--|-----------------------|
| Quality first teaching | Raising attainment to diminish the difference | 99,433 |
| Salary contributions for DHT of T & L | Support and develop teachers' skills | 11,297 |
| Salary contributions for DHT of behaviour and data management | Social skills training, managing TAS, data analysis, behaviour management and training | 11,297 |
| Salary contributions for AHT with PPG lead | Management of disadvantaged grant including monitoring of impact | 3,879 |
| Salary contributions for AHT of Inclusion | Personal, social and English and maths | 3,879 |
| Salary contributions for full time Learning Mentor who supports the children | Personal, social and English and maths | 8,274 |
| Salary contributions for specialist staff: Coach, Music, Spanish | P.E. Music, Spanish | 11,764 |
| Salary contributions for Inclusion Teaching Assistants | Attainment | 25,821 |
| Salaries to provide additional TA support in classes and for focused interventions | Attainment | 39,263 |
| Weekly interventions run by HT, DHTs, AHTs | English | 5,413 |
| Booster sessions (during or after school) | English and maths | 1,000 |
| Additional learning resources (iPads, Computing programmes, science resources, high quality texts for classrooms and the library) | English, maths, computing | 2,000 |
| Staff training | Personal and social, English and maths | 1,500 |
| Funding for after school activity clubs | Personal and social | 1,000 |
| Funding for enrichment activities such as : residential trips, Gambados, school trips | Personal and social | 1,000 |
| Well-being of disadvantaged | Personal and social | 1,500 |
| Estimated Budget | | 228,320 |