

Pupil Premium Strategy Statement – Autumn 2018

1. Summary information			
School	Rye Community Primary School	Date of most recent review	July 2018
Academic Year	2017 – 2018	Total Pupil Premium Budget	£203,360 (2017-18)
Total number of pupils	424 (including Nursery)	Number of students eligible for pupil premium	154 (43% = 42% Ever6 + 1% Ever4)

2. Current attainment		
	Disadvantaged, School (National)	Non-disadvantaged, School (National)
% Expected or above in KS1 Reading, Writing, & Maths	Reading: 78.6% (60%) Writing: 71.4% (53%) Maths: 71.4% (61%)	Reading: 70.0% (78%) Writing: 70.5% (73%) Maths: 77.5% (79%)
% Expected or above in KS2 Reading, Writing, & Maths	Reading: 43.8%(TBC) Writing: 59.4% (TBC) Maths: 34.4%(TBC)	Reading: 71%(TBC) Writing 80.6%(TBC) Maths 67.7%(TBC)
% Passing Phonics Screening Check in Year 1	75% (70%)	81% (84%)
% Achieving GLD at the end of EYFS	2017 End of Year: 58.3%(TBC) 2017/18 Baseline: 31%(TBC) 2018 End of Year: 60%(TBC)	2017 End of Year: 81.6%(TBC) 2017/18 Baseline: 59%(TBC) 2018 End of Year: 85.2%(TBC)
% Working at Age Related (Y1-Y6) at the end of year	Reading: 32.4% Writing: 21.6% Maths: 23.7%	Reading: 61.4% Writing: 39.1% Maths: 42.4%
Attendance (2017-2018)	95.08% (TBC)	95.47% (TBC)

3. Barriers to future attainment (for disadvantaged pupils)

Academic barriers

- | | |
|-----------|---|
| A. | Prior attainment and progress in literacy, poor literacy skills |
| B. | Prior attainment and progress in numeracy, poor numeracy skills |

Additional barriers

- | | |
|-----------|--|
| C. | Low expectations of self and low career aspirations |
| D. | Low attendance rates for students and disadvantaged students |
| E. | Weak emotional resilience, challenging family circumstances |

4. Intended outcomes

Success criteria

- | | Intended outcomes | Success criteria |
|-----------|--|---|
| A. | Accelerated progress in Reading, Writing so that at least 65% of disadvantaged pupils meet age related expectations. | <ul style="list-style-type: none"> • Pupil Progress meetings indicate pupils are on track to make more than 6 steps of progress within the year. • In term assessments indicate a greater number of disadvantaged pupils are on track to be working at age related expectations. • Interventions are planned, delivered and evaluation of their impact indicates that the gap is reducing between the performance of disadvantaged and non-disadvantaged pupils. • Disadvantaged pupils achieving at least the expected standard in end of Key Stage assessments. • Disadvantaged pupils meeting the expected standard in the Year 1 Phonics Screening Check. • Disadvantage pupils achieving at least Expected (2) in Reading and Writing at the end of EYFS. • An increased number of disadvantaged pupils working at age related expectations in Reading and Writing. |
| B. | Accelerated progress in Maths so that at least 65% of disadvantaged pupils meet age related expectations. | <ul style="list-style-type: none"> • Pupil Progress meetings indicate pupils are on track to make more than 6 steps of progress within the year. • In term assessments indicate a greater number of disadvantaged pupils are on track to be working at age related expectations. • Interventions are planned, delivered and evaluation of their impact indicates that the gap is reducing between the performance of disadvantaged and non-disadvantaged pupils. • Disadvantaged pupils achieving at least the expected standard in end of Key Stage assessments. • Disadvantaged pupils achieving at least Expected (2) in Number and Shape, Space and Measure at the end of EYFS. • An increased number of disadvantaged pupils working at age related expectations in Maths. |

<p>C.</p>	<p>For children to demonstrate a growth mindset consistently throughout the school.</p> <p>Children are able to develop through a deep and balanced curriculum.</p>	<ul style="list-style-type: none"> • Effective peer and self-assessment strategies are embedded within teaching and learning. • All teaching and support staff are confident in delivering meta-cognition skills training. • Subject Leaders ensure all foundation subjects are being taught, there is good coverage and progression. • Increased opportunities for pupils to make links and apply their skills across subjects. • Vulnerable children are given targeted support with meta-cognition strategies. • Increased numbers of disadvantage children and their families accessing enrichment opportunities. • 'Quality First Teaching' reflects an 'inclusive' pedagogy throughout the school.
<p>D.</p>	<p>Pupil attendance in line with national average of 96%.</p>	<ul style="list-style-type: none"> • Increased attendance data for each term compared to last academic year. • Reduced numbers of persistence absenteeism. • Fewer unauthorised absences. • Improved punctuality.

5. Review of expenditure				
Academic Year: September 2017 (January 2018) – July 2018				
i) Quality First Teaching				
Desired outcome	Chosen action or approach	Impact	Lessons learned	Cost
<p>A - Accelerated progress in Reading, Writing so that at least 65% of disadvantaged pupils meet age related expectations</p> <p>B - Accelerated progress in Maths so that at least 65% of disadvantaged pupils meet age related expectations</p>	<p>Improve the quality of feedback throughout the school.</p>	<p>Term 6: 62.6% working at or above age related in Reading, 53.2% working at or above age related in Writing 51.8% working at or above age related in Maths.</p>	<p>Continue to embed.</p>	
	<p>Improve the 'universal offer' to support all colleagues with additional strategies for effective teaching, learning and assessment to support all students including those with special educational needs or disabilities.</p>	<p>SENDCo support has ensured that 100% of children on the SEND register have provision maps completed by the teachers that detail their targets. These are shared with parents and the children.</p>	<p>Increase the position of SENDCO to 0.8 to maximise support for staff and children.</p>	
	<p>Introduce new assessment software which enables the rigorous tracking of progress and attainment data for all learners including vulnerable groups.</p>	<p>75% are confidently and effectively using teachers are using assessment data to plan learning on a regular basis.</p>	<p>Continue to embed Training for new staff to ensure continuity in approach.</p>	
	<p>Continue to embed 'Talk for Writing' approach in English lessons.</p>	<p>Monitoring and appraisals indicate that 60% are working effectively within their roles.</p>	<p>Redesign, improve robustness of initiative.</p>	<p>£12000</p>
	<p>Redeploy Teaching Assistant to ensure a more equitable distribution of skills and expertise.</p>		<p>Redesign, improve robustness of initiative.</p>	
TOTAL BUDGETED COST				

ii) Targeted Support				
Desired outcome	Chosen action or approach	Impact	Lessons learned	Cost
<p>Children demonstrate high levels of emotional resilience.</p> <p>Pupil attendance in line with national average of 96%</p> <p>For children to demonstrate consistently throughout the school a growth mindset.</p> <p>Children are able to develop through a deep and balanced curriculum.</p>	Music Therapy – The Music Well	<p>Medium – High impact</p> <p>Reports indicate that 100% of children made improvements in their targets within sessions. This is supported by teacher reports of improvements in class. <i>* Not all reports were available at this time to review.</i></p>	<p>Continue to fund initiative.</p> <p>Explore staff twilight CPD on Music Therapy.</p> <p>Liaise with Music Well around the impact measures and reporting process.</p>	£800
	ESBAS	<p>Limited – No impact</p> <p>Due to over demand of the service the wait to access the service was too long for it to have an impact on our attendance or to support with behaviour.</p> <p>There is one case study report where ESBAS contributed to the support package of a vulnerable learner.</p> <p>Another case of improved attendance with ESBAS support.</p>	<p>Redesign, improve robustness of initiative.</p> <p>Look at in-house staffing structure.</p> <p>Continue attendance officer role and supplement with a Family Liaison Officer.</p>	
	CAMHS	No impact information available		
	Nurture Group	<p>Medium</p> <p>24 children were identified for nurture intervention in terms 5 and 6. Progress data is available for 22 children (one child only attended one session and refused further intervention, another child is missing baseline score). Of those 22 children 95% had an improvement in their profile score. The average point progress was 12.1.</p>	<p>Continue but enhance with providing Thrive training (Funded through HEPA grant).</p>	£1000
	Mallydams	<p>Medium – High impact</p> <p>80% of children who self-reported that their behaviour improved.</p> <p>100% of children self-reported an improvement in their self confidence.</p> <p>100% of children self-reported that enjoyed school more.</p> <p>55% of children self-reported that it had a positive impact on their learning.</p> <p>Staff observed that behaviour improved in school for 90% of children.</p> <p>Staff observed that self-confidence improved in school for 95% of children.</p> <p>Staff observed that 90% of children increased their levels of enjoyment in school.</p> <p>Staff observed an improvement in school learning for 70% of children.</p>	<p>Implement a whole-school Forest School initiative to extend the benefits to more children and to underpin two key areas of disadvantaged strategy for 2018-19; emotional health and wellbeing and to provide an enhancing experiential learning curriculum.</p>	
	Playleader	<p>Medium impact</p>	<p>Continue to fund initiative but enhance with improved</p>	£2000

		<p>Incidents of poor behaviour at playtime remain low. Ofsted inspection in Jan 2018 found behaviour and welfare to be 'good' and safeguarding to be effective.</p> <p>Report highlighted that 'rough play' was observed and the number of incidents at lunchtime began to increase in Term 6, in particular upper KS2.</p>	<p>playtime and lunchtime structure launched September 2018.</p> <p>Jenny Mosely training for all MDSAs and further resources to be purchased. (Link with HEPA grant).</p> <p>Leaders to continue to review the tracking of behaviour incidents.</p>	
	Employ a Family Liaison Worker	<p>3 PP families (5 pupils) cases were closed by July 2018. 100% positively rated the support.</p> <p>Family A – Early help report prior to intervention 21.4% lvl 3 continuum of need at the end of intervention reduced to 7% Level 3.</p> <p>Family B- 50% Level 2 continuum need at the end of intervention reduced to 42%.</p> <p>Family C 7% Level 3 reduced to 0%.</p> <p>Average progress scores for RWM for these children was 3.48 (expected 4).</p> <p>Nov 2017 to July 2018: 9 Early Help Plans completed, 13 families supported, 7 ex-caseload children monitored.</p>	<p>Continue to fund initiative.</p> <p>Ensure the disadvantaged pupils are priority case load.</p>	£7000
<p>A - Accelerated progress in Reading, Writing so at least 65% of disadvantaged pupils meet age related expectations.</p> <p>B - Accelerated progress in Maths so at least 65% of disadvantaged pupils meet age related expectations</p>	Rapid Maths intervention -	<p>Medium impact</p> <p>In the 2 terms that this was in place. The gap between disadvantaged and non-disadvantaged pupils reduced , with disadvantaged pupils making +0.45 progress points in maths when completing Rapid Maths intervention compared to -3.2 gap between disadvantaged and non-disadvantaged pupils who did not complete Rapid Maths intervention.</p>	<p>Continue to embed and roll out to more year groups across KS2.</p>	<p>£374.90 initial cost</p> <p>On-going cost (TA2 hr x10 pw)</p>
	Easy Read	<p>Low – medium impact</p> <p>Whilst all children have made progress only 14% made accelerated progress; 43% made expected progress and 43% made less than expected progress. The average increase in reading age is 1yr 1m September to July.</p>	<p>Staffing arrangements impacted on the frequency of sessions which correlates with declined progress scores.</p> <p>Leadership to explore alternative reading interventions.</p>	£900
	Dyslexia screening and support	<p>Medium impact</p> <p>12 children screened 50% at risk of dyslexia (36% strongly at risk). 57% of children after receiving support following identification went on to make at least expected progress in reading.</p>	<p>Monitoring by SENDCo required ensuring that dyslexia support resources are shared with parents and staff once screening indicates at risk.</p>	TA2 3xhr pw
TOTAL BUDGETED COST			£23,950	

iii. Strategic Leadership				
Desired outcome	Chosen action or approach	Impact	Lessons learned	Cost
School leaders are able to implement rapid improvement through distributed roles and responsibilities.	Redistribution of SLT and MLT roles and responsibilities.	Medium impact EYFS data: All: 77.6%; disadvantaged 64.3%; non-disadvantaged 82.9% (Gap of -18.6%). Gap reduced from 2016/17 and is lower than Local Authority. Phonics screening: Disadvantaged 94.6%; non-disadvantaged 93.8% (Gap of +0.8%). End of KS1 data: Combined: disadvantaged 64.3%; non-disadvantaged 70.0% (Gap of -5.7%). Reading: disadvantaged 78.6%; non-disadvantaged 70.0% (Gap +8.6%). Writing: disadvantaged 71.4%; non-disadvantaged 75.0% (Gap -3.6%). Maths: disadvantaged 71.4%; non-disadvantaged 77.5% (Gap -6.1%). End of KS2 data: Reading: disadvantaged 50%; non-disadvantaged 86.7% (Gap -36.7%). Writing: disadvantaged 47%; non-disadvantaged 86.6% (Gap -39.6%). Maths: disadvantaged 32.4%; non-disadvantaged 80.0% (Gap - 47.6%). Yr 1 -6 Attainment data for disadvantaged and non-disadvantaged indicates that from T4-T6 the reading gap increased by 1.2%; the writing gap decreased by 8.5%, and the maths gap decreased by 1.5%.	Continue to embed Disadvantage strategy along with implementing the actions from the PP review.	No cost to Pupil Premium budget.
Middle Leaders contribute to rapid improvement by raising standards in teaching and learning and monitoring the progress and attainment of all learners.	Consultant support for Middle Leaders			No cost to Pupil Premium budget.
Comprehensive Disadvantaged strategy in place for the new academic year. Disadvantaged pupils make accelerated progress and the attainment gap is closing.	External Pupil Premium Review commissioned			No cost to Pupil Premium budget.

6. Planned expenditure

Academic Year: 2018 - 19

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	Desired outcome	What is the evidence and rationale for this choice?	Staff lead and review	Anticipated Cost
Upper KS2: Access and Exposure to Quality First teaching... Teaching assistants in all Maths and Literacy sessions	Monitoring indicates that all support staff are effective in their roles; that they facilitate effective differentiate, support and scaffold learners and promote rapid progress for disadvantaged pupils.	All classes to be supported by a TA in the morning. TAs to be deployed to ensure that all PP children are on task and making progress in every lesson. Regular CPD for support staff to be delivered in house focusing on high quality feedback, strategies to scaffold and support and effective questioning.	DHT July 2019	2x TA2s (pt) 2x TA3s (pt)
Lower KS2: Access and Exposure to Quality First teaching... Teaching assistants in all Maths and Literacy sessions	Monitoring indicates that all support staff are effective in their roles; that they facilitate effective differentiate, support and scaffold learners and promote rapid progress for disadvantaged pupils.	All classes to be supported by a TA in the morning. TAs to be deployed to ensure that all PP children are on task and making progress in every lesson. Regular CPD for support staff to be delivered in house focusing on high quality feedback, strategies to scaffold and support and effective questioning.	DHT July 2019	2x TA2s (pt) 2x TA3s (pt)
Key Stage 1: Gaps in learning... History of prior under achievement and or slow progress... Early Intervention	Improvement in end of year outcomes for all pupils. More PP children meeting the Expected Standard at the end of KS1. More PP children working at Greater Depth at the end of KS1. The gap between PP and non PP children has reduced in Reading, Writing and Maths compared to 2018 data.	All KS1 classes to have full time TA support to ensure that PP children receive targeted support daily to reduce the gap in attainment. Phase leader and DHT leader to identify children, gaps and track progress	KS1 phase leader DHT July 2019	2x ft TA2s 2x ft TA3s
Limited cultural experiences... Teachers to plan enriching learning experiences that include regular trips and visits. Trip subsidy for pupils facing hardship.	Increased pupil engagement. Enhancements to Quality First Teaching to include regular trips and visits. More PP children achieve expected or Greater Depth Attainment of PP children in foundation subjects improves.	To ensure that all children have access to trips and visitors that will provide enriching experiences and raise their aspirations.	HT July 2019	
Total budgeted cost				£143,000

ii. Targeted support				
Action	Desired outcome	What is the evidence and rationale for this choice?	Staff lead and review	Anticipated Cost
<p>Upper KS2: Gaps in learning... History of prior under achievement and or slow progress...</p> <p>Rapid Maths – Intervention Easy Read & Shooting Stars? Reading intervention</p>	<p>To improve the attainment and progress data for all children.</p> <p>Targeted children to make accelerated progress in Maths (at least 2 steps on TT) in a term.</p> <p>Targeted children to make accelerated progress in Reading (at least 2 steps on TT) in a term</p> <p>Narrowing of the gap between PP and non PP children in KS2 outcomes.</p>	<p>At least 4 sessions a week of small group or 1:1 intervention, led by HLTA or experienced TAs</p> <p>English Leaders to identify effective reading comprehension intervention.</p>	<p>DHT & KS2 phase leader July 2019</p>	<p>HLTA hrs x 1 day/ week TA2 hrs x 1 day/ week</p>
<p>Lower KS2: Gaps in learning... History of prior under achievement and or slow progress...</p> <p>Rapid Maths – Intervention Easy Read & Shooting Stars? Reading intervention</p>	<p>To improve the attainment and progress data for all children.</p> <p>Targeted children to make accelerated progress in Maths (at least 2 steps on TT) in a term.</p> <p>Targeted children to make accelerated progress in Reading (at least 2 steps on TT) in a term</p> <p>Narrowing of the gap between PP and non PP children in KS2 outcomes.</p>	<p>At least 4 sessions a week of small group or 1:1 intervention, lead by HLTA or experienced TAs</p>	<p>DHT & KS2 phase leader July 2019</p>	<p>HLTA hrs x 1 day/ week TA2 hrs x 1 day/ week</p>
<p>EYFS (Excluding Nursery EYPP): Speech, Language and Communication needs... Speech Link & Language Link intervention delivered by dedicated TA</p>	<p>Assessments from Speech and Language Link programmes indicate that children have made in progress with improving scores.</p> <p>Increased number of children achieved the ELGs for C&L.</p>	<p>Screening of all Reception children for language needs with group and 1:1 intervention delivered.</p> <p>Screening of identified pupils for speech sound difficulties and group and 1:1 intervention delivered.</p> <p>Referrals to SALT when required and programmes delivered in school by trained staff.</p>	<p>SENDCO EYFS phase leader July 2019</p>	<p>Assistant SENCo 0.5 day/ week</p>
Total budgeted cost				£16,500

iii. Other approaches				
Action	Desired outcome	What is the evidence and rationale for this choice?	Staff lead and review	Anticipated Cost
<p>Whole School: Low emotional wellbeing, poor self-confidence, and low self-esteem. Low resilience....</p> <p>Nurture The Thrive Approach Music Well</p>	<p>Children are in class and engaged on their learning a greater % of time.</p> <p>Targeted children are making at least expected progress in R, W and M.</p> <p>Improvement in the end of Outcomes throughout the school.</p> <p>Therapist provide impact reports on a case by case basis that indicate significant improvements in a child's social, emotional and communication needs . Leuven Scales recorded by classroom teachers indicate an improvement in a child's Wellbeing and involvement in class.</p>	<p>Thrive trained staff to deliver group intervention through Nurture group and 1:1 emotional support. Ensuring children's emotional needs are met so that they can focus on class learning, and apply resilience.</p> <p>1:1 Music Therapy for identified children</p>	<p>SENDCO DHT July 2019</p>	<p>Family Liaison Officer % contribution to salary</p>
<p>Low emotional wellbeing, poor self-confidence, and low self-esteem. Low resilience...</p> <p>Disengagement with school...</p> <p>Forest School KS1 & KS2</p>	<p>Improvement in children's Wellbeing and Involvement (Leuven Scales).</p> <p>Improvement in attendance.</p>	<p>To provide an enriching curriculum and extend experiential learning with each Year group to receive a term of Forest School provision (small groups taken 1 afternoon a week, 1 full day attended by whole year group)</p>	<p>DHT July 2019</p>	<p>180x TA3 hrs – per year group</p>
<p>Speech, Language and Communication needs...</p> <p>Speech Link & Language Link intervention delivered by dedicated TA</p>	<p>Assessments from Speech and Language Link programmes indicate that children have made in progress with improving scores.</p> <p>Improvement in end of KS1 assessments.</p> <p>Children with Speech, Language and Communication needs are making at least expected progress in R, W and M.</p> <p>Fewer children requiring additional S&L support when they transitioning into the next Key Stage.</p>	<p>Referrals to SALT when required and programmes delivered in school by trained staff and or classroom staff.</p> <p>Screening of all casual admissions for language needs and intervention programme delivered.</p> <p>Continuation of speech and language intervention for children previously identified with a need.</p>	<p>SENDCO July 2019</p>	<p>Speech Link and Language link subscription</p> <p>% of TA3 salary</p>

<p>Poor parental engagement and or low attendance...</p> <p>Appointment of a Family Liaison Officer</p>	<p>Attendance of targeted children improves to be at least 97%</p> <p>Parent engagement improves and there is an increase in home support for reading and homework.</p> <p>Children come into school well prepared and resourced for their day in school.</p>	<p>FLO to work with targeted children and their families. Offering personalised support.</p> <p>Parent Engagement lead – to regularly monitor the attendance of PP families to parent consultation evenings and workshops.</p>	<p>SENDCO July 2019</p>	<p>% of FLO salary (ABOVE)</p>
<p>High numbers of PP children demonstrating low levels of activity , poor healthy lifestyle choices, and attending few extra-curricular opportunities...</p> <p>Premier Sports after school Sports Clubs</p> <p>Premier sports Holiday Club</p> <p>Swimming lessons with a swimming coach</p>	<p>Reduction in the number of PP children that demonstrate low levels of activity.</p> <p>A greater % of PP children regularly attend extra-curricular activities.</p> <p>More PP children are competing at a higher level in sports and games.</p>	<p>To promote healthy lifestyles and provide enriching experiences for disadvantaged pupils.</p>	<p>PE lead July 2019</p>	
<p>Leadership of PP Provision...</p> <p>Ofsted report 2018 finding grading leadership & management 4</p>	<p>Monitoring of teaching and learning is at least consistently good throughout the school.</p> <p>The gap in attainment is narrowing in all years from Term1 to Term6.</p>	<p>Continue to develop the role of PP lead. PP lead to continue to embed improvements following PP audit.</p> <p>PP Lead to embed collective responsibility by ensuring PP is a focus in monitoring of teaching and learning and that all staff are held to account for narrowing the gap between PP and non PP children.</p> <p>PP lead to continue to provide staff with support and training on meeting the needs of PP children.</p>	<p>DHT July 2019</p>	<p>% of AHT Salary</p>
<p>2018 data indicates a widening gap for PP compared to non PP children...</p> <p>Following PP audit a subscription to the Achievement for All (AfA) programme.</p>	<p>The attainment gap between PP and non PP children is decreasing, with improved outcomes for PP children performing better having made rapid progress.</p>	<p>6 AfA support sessions within the year focusing on Structured Conversation training to improve parent engagement and TA training to improve Quality First Teaching.</p>	<p>DHT July 2019</p>	<p>Programme per year: AfA Practice Review</p>

Behaviour in unstructured time... Play Leader	Records of detentions for lunchtime incidents indicate that they remain at a low level. Monitoring of learning indicates that lessons start promptly and child make good progress.	To continue to use the Play leader to ensure that supervision and activities during lunch break limit the incidents of poor behaviour and that issues are dealt with swiftly to prevent having an impact back the class.	DHT July 2019	
			Total budgeted cost	£44,130
			Cost of Overall Plan	£203,630
7. Additional detail				