



Pupil Premium Strategy Statement – Autumn 2019

1. Summary information			
School	Rye Community Primary School	Date of most recent review	September 2019
Academic Year	2019 – 2020	Total Pupil Premium Budget	£159,720
Total number of pupils	349	Number of students eligible for pupil premium	Funded: 121 (34.7%)

2. Current attainment		
Data for year ending 2019	Disadvantaged, School (National)	Non-disadvantaged, School (National)
% Expected or above in KS1 Reading, Writing, & Maths	Reading: 62.5% (62%) Writing: 68.8% (54.9 %) Maths: 81.3% (62.4 %)	Reading: 73.5% (78.3%) Writing: 70.6% (73%) Maths: 73.5% (79.1%)
% Expected or above in KS2 Reading, Writing, & Maths	Reading: 48% (62%) Writing: 64% (67.8%) Maths: 36% (67.4%)	Reading: 69.6% (78%) Writing: 87% (83.2%) Maths: 73.9% (83.6 %)
% Passing Phonics Screening Check in Year 1	71.4% (70.9%)	83.3% (84.3%)
% Achieving GLD at the end of EYFS	2019 End of Year 33.3% (56.4%) FSM	2019 End of Year (68.4%) 74.7% (Non-FSM)
Attendance	93.29% (Pupil Premium)	95.31%

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
A.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.
C.	<ul style="list-style-type: none"> For children to demonstrate a growth mind set consistently throughout the school. Children are able to develop through a deep and balanced curriculum. 	<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.
D.	<ul style="list-style-type: none"> Pupil attendance in line with national average of 96%. 	<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. Planned expenditure

Academic Year: 2019 – 2020

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

Pupil premium strategy	Desired outcome	Actions & Provision	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.	KS2 phase leader July 2020	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.	KS2 phase leader July 2020	2x TA2s (pt) 2x TA3s (pt)
Key Stage 1: Access and exposure to Quality First teaching. Use of assessment to identify a learning gap. Early Intervention to make adjustments to planning / in class provision with a view to closing the learning gap.	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 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 July 2020	2 x ft TA2s 1 x 0.4 TA2 1 x 0.8 TA2 1 x 0.6 TA3
TOTAL BUDGETED COST				£138,000

ii. Targeted support				
Pupil premium strategy	Desired outcome	Actions & Provision		Anticipated Cost
<p>Upper KS2: Gaps in learning to be identified via target tracker / gap analysis.</p> <p>History of prior under achievement and or slow progress to be addressed through the development of a relevant and robust curriculum.</p> <p>Monitoring schedule to be used as a driver to ensuring consistent standards with a focus on pupil premium learners.</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>To be delivered as part of high quality in class provision.</p> <p>English Leaders to identify effective reading comprehension intervention.</p>	KS2 phase leader July 2020	Costs as detailed above.
<p>Lower KS2: Gaps in learning to be identified via target tracker / gap analysis.</p> <p>History of prior under achievement and or slow progress to be addressed through the development of a relevant and robust curriculum.</p> <p>Monitoring schedule to be used as a driver to ensuring consistent standards with a focus on pupil premium learners.</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>To be delivered as part of high quality in class provision.</p>	KS2 phase leader July 2020	Costs as detailed above.
<p>Key Stage 1: Gaps in learning to be identified via target tracker / gap analysis.</p> <p>History of prior under achievement and or slow progress to be addressed through the development of a relevant and robust curriculum.</p> <p>Monitoring schedule to be used as a driver to ensuring consistent standards with a focus on pupil premium learners.</p>	<p>Improvement in end of year outcomes for all pupils.</p> <p>More PP children meeting the Expected Standard at the end of KS1.</p> <p>More PP children working at Greater Depth at the end of KS1.</p> <p>The gap between PP and non PP children has reduced in Reading, Writing and Maths compared to 2018 data.</p>	<p>All KS1 classes to have full time TA support to ensure that PP children receive targeted support daily to reduce the gap in attainment.</p> <p>Phase leader and DHT leader to identify children, gaps and track progress.</p> <p>To be delivered as part of high quality in class provision.</p>	KS1 phase leader July 2020	Costs as detailed above.
<p>Limited cultural experience.</p> <p>Teachers to plan enriching learning experiences that include regular trips and visits.</p> <p>Trip subsidy for pupils facing hardship.</p>	<p>Increased pupil engagement.</p> <p>Enhancements to Quality First Teaching to include regular trips and visits.</p> <p>More PP children achieve expected or Greater Depth</p> <p>Attainment of PP children in foundation subjects improves.</p>	<p>To ensure that all children have access to trips and visitors that will provide enriching experiences and raise their aspirations.</p>	AHT Inclusion July 2020	Costs as detailed above.
TOTAL BUDGETED COST				£138,000 (as above)

iii. Other approaches				
Barriers and pupil premium strategy	Desired outcome	Actions & Provision	Staff lead and review	Anticipated Cost
<p><u>Barriers</u> Whole School: Low emotional wellbeing, poor self-confidence, and low self-esteem. Low resilience.</p> <p><u>Strategy</u> Use of in school expertise and external agency specialist provision through the commissioning of:</p> <p>Nurture Music Well ESLA Personalised SEMH provision.</p> <p>Use of Achieve For All initiative to increase parental engagement and develop a collaborative approach to improving the academic / emotional outcomes for pupils.</p>	<p>Children are in class and engaged on their learning for a greater % of time. 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 provides impact reports on a case by case basis that indicate significant improvements in a child are social, emotional and communication needs.</p> <p>Scaled scores will demonstrate at least a 40 % increase compared to the baseline percentage.</p> <p>There will be an increase in the level of parental engagement compared to Year 1 of the AFA cycle.</p>	<p>ESLA trained staff member 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 so that specialist provision is available to vulnerable pupils. PP learners given priority access.</p> <p>AFA is commissioned to give higher priority to vulnerable families and the use of a coaching dialogue to given greater consideration to parental views /</p>	<p>FLO Music therapist AHT strategic lead</p> <p>AHT / Inclusion Lead July 2019</p>	<p>Family Liaison Officer 50% contribution to salary</p> <p>£800</p>
<p><u>Barriers</u> Low emotional wellbeing, poor self-confidence, and low self-esteem. Low resilience. Disengagement with school.</p> <p><u>Strategy</u> Development of staff expertise and skill sets to deliver a Forest Schools curriculum. Delivery of a Forest School curriculum.</p>	<p>The pupils will be able to demonstrate an improvement in their capacity to work as a team, embrace new experiences, demonstrate greater independence and increased resilience with regard to problem solving.</p> <p>Improvement in attendance will be evident PA (pupil premium learners).</p>	<p>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>Access to Forest Schools KS1 & KS2</p>	<p>AHT July 2019</p>	<p>180x TA3 hrs – per year group</p>

<p><u>Barriers</u> Poor speech sound production. Difficulties with regard to Speech, Language and Communication needs.</p> <p>Increasing trend of pupils starting school with poor language acquisition.</p> <p><u>Strategy</u> Early intervention to close speech / language gaps. Opportunities to develop language throughout school with / as part of home learning with an increased focus on vulnerable learners. Additional in school Speech Link & Language Link intervention.</p>	<p>Assessments from Speech and Language Link programmes indicate that children have made in progress with improving scores.</p> <p>There will be 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>There will be fewer children requiring additional S&L support when they transitioning into the next Key Stage.</p>	<p>Screening of all casual admissions if language need identified on entry into school.</p> <p>Language link screening of reception intake by EFYS so language gaps can be targeted within wave 1 provision and as part of home learning activities.</p> <p>g!mportance of language development delivered as part of EYFS open evenings.</p> <p>Referrals to SALT when required and programme of support delivered in school by trained staff and or classroom staff.</p> <p>Continuation of speech and language intervention for children identified with a high level need.</p>	<p>SALT TA (2 days per week)</p> <p>Assistant SENCO July 2019</p>	<p>Speech Link and Language link subscription £180 £275 £275</p>
<p><u>Barriers</u> Poor parental engagement and or low attendance.</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>FLO Attendance officer</p> <p>AHT / Inclusion Lead July 2019</p>	<p>50% of FLO salary Costs as detailed 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>2018 data indicates a widening gap for PP compared to non PP children.</p> <p><u>Strategy</u> Provide more opportunities to increase the levels of activity for PP children as part of extra-curricular strategy.</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>Promote healthy lifestyles and provide enriching experiences for disadvantaged pupils.</p> <p>Premier Sports to facilitate after school Sports Clubs.</p> <p>Premier sports Holiday Club.</p> <p>Swimming lessons with a swimming coach.</p>	<p>PE lead July 2019</p> <p>AHT / Inclusion Leader</p>	<p>£3000 (Linked to Sports Premium)</p>



Following PP audit a subscription to the Achievement for All (AfA) programme.	The attainment gap between PP and non PP children is decreasing, with improved outcomes for PP children performing better having made rapid progress.	6 AfA support sessions within the year focusing on Structured Conversation training to improve parent engagement and TA training to improve Quality First Teaching. Vulnerable pupils are considered within the caseload.	DHT July 2019	Programme per year: £4750
TOTAL BUDGETED COST				£21,780
COST OF OVERALL PLAN				£159,780

6. Review of expenditure				
Academic Year: 2018 – 2019				
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>	Improve the quality of feedback throughout the school.	68.8 % of disadvantaged pupils meet ARE within writing, 62.5% within reading and 81.3% within maths.	Continue to embed.	
	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.	All teachers have ownership of their class data and can evaluate this within pupil progress meetings.	Increase the position of SENDCO to 0.8 to maximise support for staff and children.	
	Introduce new assessment software which enables the rigorous tracking of progress and attainment data for all learners including vulnerable groups.	Increased knowledge of how to use target tracker as an assessment system as evidenced through staff dialogue and SLT observations.	Continue to embed Training for new staff to ensure continuity in approach.	
	Continue to embed 'Talk for Writing' approach in English lessons.		Redesign, improve robustness of initiative.	
	Redeploy Teaching Assistant to ensure a more equitable distribution of skills and expertise.		Redesign, improve robustness of initiative.	
TOTAL BUDGETED COST				£143,000
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. * Not all reports were available at this time to review.</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>End of year attendance for pp learners is 93.29% (national average is 96%) – a very small group of PA pupils are impacting on achieving this outcome.</p> <p>Team around the child structure in place. AHT has ensured that school, ESBAS / key workers are working in an integrated way.</p> <p>Higher levels of emotional resilience / positive growth mindset displayed within music therapy sessions. Vulnerable learners are more prepared to review emotions through the use of music and take risks with their application of music. SEMH progress evident within music therapy reports and verbal feedback.</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	<p>Limited</p> <p>School link with CAMHS practitioner had a positive impact and helped to reduce the level of parental anxious / provided relevant specialist guidance and advice.</p> <p>Limited impact on SEMH of learners due to mid-year service restructures of PMHW provision and long waiting list for CAMHS therapy based intervention.</p>		
	Nurture Group	<p>Positive impact – refer to T6 analysis of nurture</p> <p>All pupils achieved their nurture outcome (4 pupils) and an increased their emotional wellbeing score.</p> <p>Emotional regulation provision was also completed.</p> <p>Pupil self-assessment indicated an increase in score for 4/5 KS2 learners.</p> <p>Programme was bespoke to children’s needs.</p>	Continue but enhance with providing Thrive training (Funded through HEPA grant).	£1000
	Mallydams	<p>Positive impact</p> <p>All pupils attending Mallydams reported through informal dialogue with AHT reported that it was a positive experience (pupil dialogue). Provision was a motivator for attendance with 1 pupil and behaviour motivator for pupils with a poor impulse control. The ability to follow instructions was also significantly better due to the increased opportunity to access outdoor learning and consider cause / effect (staff feedback).</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.	
	Playleader	<p>Medium impact</p> <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>Continue to fund initiative but enhance with improved 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>	£2000
	Employ a Family Liaison Worker	<p>Safeguarding audit identified that a number of school strengths. FLO role has been essential to the high quality provision that is in place for safeguarding and increasing SLT capacity to focus on additional school based responsibilities.</p> <p>Disadvantaged form at least 80% of caseload.</p> <p>Families are proactive in seeking FLO support and guidance.</p>	<p>Continue to fund initiative.</p> <p>Ensure the disadvantaged pupils are priority case load.</p>	

<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>KS1 62.5% of non-disadvantaged pupils met expected in reading and 6.3% achieved greater depth.</p> <p>68.8% of non-disadvantaged pupils met expected in writing and 6.3% achieved greater depth. National was 54.9%.</p> <p>81.3% of non-disadvantaged pupils met expected in maths and 0% achieved greater depth. National was 62.4%</p> <p>KS2 48% of non-disadvantaged pupils met expected in reading and 8% achieved greater depth.</p> <p>64% of non-disadvantaged pupils met expected in writing and 12% achieved greater depth.</p> <p>36% of non-disadvantaged pupils met expected in maths and 4% achieved greater depth.</p>	Continue to embed and roll out to more year groups across KS2.	£374.90 initial cost On-going costs in addition.
	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>	Staffing arrangements impacted on the frequency of sessions which correlates with declined progress scores. Leadership to explore alternative reading interventions.	£900
	Dyslexia screening and support	<p>15 children were screened. 7 pupils had an at risk quotient.</p> <p>Reports are shared with parents through a more user friendly format.</p> <p>Advice for supporting at home was given by AHT throughout academic year which helped with home learning.</p> <p>In class provision will remain a focus area for next academic year.</p>	Monitoring by SENDCO required ensuring that dyslexia support resources are shared with parents and staff once screening indicates at risk.	
TOTAL BUDGETED COST				£16,500

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 Refer to previous section for KS1 and 2 outcomes. EYFS data: GLD = 61.7%; FSM 33.33%; Non-FSM 68.4%.	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.
TOTAL BUDGETED COST				£44,130
COST OF OVERALL PLAN				£203,630

7. Additional detail