



# Pupil Premium Strategy Statement

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**From September 2020**

## School overview

Metric	Data
School name	Rye Community Primary School
Pupils in school	308
Proportion of disadvantaged pupils	36.1%
Pupil premium allocation this academic year	£145,260
Academic year or years covered by statement	2020/21
Publish date	September 2020
Review date	January 2021
Pupil Premium Lead	Lisa Nice

## Disadvantaged pupil performance overview (2019)

Measure	Score
Reading	-1.7
Writing	0.7
Maths	-3.9

## Strategy aims for disadvantaged pupils

Aim	Target	Target date
Meeting expected standard at KS2	Narrowing the attainment gap with non-disadvantaged peers, while securing no less than national average performance	September 2021
Meeting higher standard at KS2	Narrowing the attainment gap with non-disadvantaged peers, while securing no less than national average performance	September 2021
Pupil attendance in line with national average	Increasing attendance and improving punctuality whilst reducing numbers of persistence absentees	September 2021



## Teaching priorities for current academic year

Measure	Activity
<b>Quality first teaching: improve progress in reading, writing and maths</b>	<p>Teachers identify gaps in children’s learning from Target Tracker and teach to those gaps to ensure that disadvantaged children have opportunities to catch-up.</p> <p>Maximise support provided by teaching assistants (TA2s). Assistants to be deployed to ensure less advantaged children are on task and making progress particularly in English and maths. Regular training for support colleagues to be delivered in-house focusing on high quality feedback, strategies to scaffold and support and effective questioning.</p>
<b>Barriers to learning these priorities address</b>	Low levels of resilience and independence. Lower starting points on entry.
<b>Projected spending</b>	<b>£65,000 invested in Teaching Assistants (Level 3)</b>

## Targeted academic support for current academic year

Measure	Activity
<b>Targeted interventions: improve progress in reading and writing</b>	<p>Use of small group or 1:1 intervention, led by experienced teaching assistants. English leader to identify effective interventions.</p> <p>“Reading Eggs” used to support specific individuals in school.</p> <p>Teachers work in phases to ensure that differentiation is used to support disadvantaged children across the phase so that they can access lessons at their level. Scaffolds used to support writing and differentiated questions used during Book Talk sessions.</p>
<b>Targeted interventions: improve progress in maths</b>	<p>Use of small group or 1:1 intervention, led by experienced teaching assistants. Maths leader to identify effective interventions.</p> <p>Use of “Times Tables Rockstars” to support specific individuals.</p> <p>Maths meetings are held every afternoon to support the additional catch-up of gaps in understanding and to close the gaps for disadvantaged children who have fallen behind. These lessons are 20 minutes long and happen every day.</p>
<b>Targeted interventions: improve progress in phonics</b>	<p>Use of differentiated phonics groups within Key Stage 1 on a daily basis.</p> <p>A phase 3 phonics group is run 2 x a week in lower key stage 2. Moving to 4 x a week in Term 3 to ensure gaps are plugged.</p>
<b>Barriers to learning these priorities address</b>	<p>Low levels of resilience and independence. Lower starting points on entry.</p> <p>Gap in knowledge due to school closure in previous academic year.</p>
<b>Projected spending</b>	<b>£2,500 invested in resources to facilitate work of Teaching Assistants (Level 3)</b>



## Wider strategies for current academic year

Measure	Activity
<b>Improve parental engagement (particularly the hard-to-reach) and in turn pupil attendance and punctuality.</b>	Maintain Family Liaison Officer (FLO). Work to focus on families at risk of low attendance, poor punctuality, high persistent absence.
<b>Improve access to the curriculum (particularly those at risk of exclusion).</b>	Create Assistant Inclusion Officer (AIO). Work to focus on children at risk of exclusion who have difficulty self-regulating behaviours and accessing the classroom. Lead on the introduction of therapeutic thinking across the school.  Use of personalised programmes of support for children who are at risk of exclusion.
<b>Improve positive play and constructive use of playtimes</b>	Assistant SENCO models how to work to facilitate positive play and create a positive experience for the most vulnerable children on the playground.
<b>Increase cultural capital</b>	Teachers plan enriching learning experiences including regular trips and visits. Pupils have access to experience that particularly raise their aspirations. Offer trip subsidy for families facing hardship and potential non-attendance.
<b>Deliver Forest School curriculum</b>	Provide an enriching curriculum and extend experiential learning with each year group receiving a term of Forest School provision (class bubble taken 1 afternoon a week throughout 1 term). Develop expertise in delivery of Forest School curriculum.
<b>Close speech and language gaps</b>	Screening of all casual admissions if language need identified on entry. Language link screening of reception intake by EFYS. Referrals to SALT when required and programme of support delivered in school by trained staff and or classroom staff. Continuation of speech and language intervention for pupils identified with a high level of need as part of class provision.
<b>Increase leadership capacity for the management of disadvantage</b>	Embed initiatives within quality assurance processes. Use of monitoring schedule and coaching model (use of team teaching, shared planning meetings, structured next steps dialogue) to ensure quality first teaching is effective and meets the needs of all children. Pupil Progress Meetings ensure all pupils make good progress and teachers have a good understanding of individual pupil's needs.
<b>Barriers to learning these priorities address</b>	Low emotional wellbeing, poor self-confidence, low self-esteem. Poor levels of resilience and independence. Poor language skills on entry into Rye Primary at Nursery / Reception. Disengagement with school. Poor speech sound production. Speech, Language and Communication difficulties.
<b>Projected spending</b>	<b>£37,500 invested in additional assistant roles.</b> <b>£36,000 invested in additional leadership capacity (25% of time).</b> <b>£2,000 invested in additional resources.</b>



## Monitoring and implementation

Area	Challenge	Mitigating action
Teaching priorities	Closing gaps emerging from school closure during lockdown.	Gap closure targeted by all teachers.
Targeted academic support	Creating time for therapeutic thinking training,	Create additional training day for teachers on a TOIL basis.
Wider strategies	Limited opportunities for school trips and visits	Broaden access to other experiences for more children including forest school.

## Review: last year's aims and outcomes (2019)

Aim	Outcome
Quality first teaching: improve progress in reading, writing and maths	Partially achieved. 68.8 % of disadvantaged pupils meet ARE within writing, 62.5% within reading and 81.3% within maths. All teachers have ownership of their class data and can evaluate this within pupil progress meetings. Increased knowledge of how to use target tracker as an assessment system as evidenced through staff dialogue and SLT observations.
Targeted academic support	Accelerated progress in Reading, Writing and Maths so at least 65% of disadvantaged pupils meet age related expectations:  KS1 – 62.5% of non-disadvantaged pupils met expected in reading and 6.3% achieved greater depth. 68.8% of non-disadvantaged pupils met expected in writing and 6.3% achieved greater depth. National was 54.9%. 81.3% of non-disadvantaged pupils met expected in maths and 0% achieved greater depth. National was 62.4%.  KS2 – 48% of non-disadvantaged pupils met expected in reading and 8% achieved greater depth. 64% of non-disadvantaged pupils met expected in writing and 12% achieved greater depth. 36% of non-disadvantaged pupils met expected in maths and 4% achieved greater depth.  EasyRead: 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.  Dyslexia screening and support: 15 children were screened. 7 pupils had an at-risk quotient. Advice for supporting at home was given by AHT throughout academic year which helped with home learning. In class provision will remain a focus area for next academic year.
Wider strategies	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.  Team around the child structure in place. AHT has ensured that school, ESBAS / key workers are working in an integrated way.  Higher levels of emotional resilience / growth mindset displayed within music therapy sessions. Vulnerable learners are more prepared to review emotions using music and take risks with their application of music. SEMH progress evident within music therapy reports and verbal feedback.

Reviewed: December 2020