



Rusthall St. Paul's CE Primary School

Pupil Premium Strategy for 2019-20

A Summary of the main barriers to educational achievement faced by eligible pupils of Rusthall St. Paul's CE Primary School:

- Some pupils and parents have low aspirations. Education is not valued in the household as a tool for achieving well later in life. Some pupils have stated that they do not need to work hard now, as they do not want a job as an adult. Role models are often NEETS or unemployed.
- Some pupils have a low self-image, lack confidence and do not expect to do well. They set themselves low expectations, often as a result of parental comments and as a result, are satisfied with the bare minimum amount of effort and work.
- Some pupils do not have opportunities provided for them to widen their experiences outside of school (cultural trips, holidays abroad etc).
- Some pupils have limited access to a rich language environment, resulting in poor communication skills.
- Some pupils do not have age appropriate routines and boundaries in place at home. This can result in a chaotic attitude in school, where rules and authority are not important. Pupils are sometimes tired as a result of late bedtimes.
- In some homes, the English and maths skills of the parents are low, meaning they are unable to support their children with home learning.
- Education is not given high importance in some homes, meaning that parents do not always ensure their children are in school every day. Attendance for some of our disadvantaged pupils is low.

Rationale for approaches:

- Taken from 'The EEF Guide to Pupil Premium' (June 2019):
 - *"The Pupil Premium is designed to support schools to raise the attainment of disadvantaged children. However, many of the most effective ways to do this – including improving the quality of teaching – will also benefit other groups: that is fine."*
 - *"Considering a tiered approach to Pupil Premium spending can help schools balance approaches to improving teaching, targeted academic support and wider strategies."*
 - *"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending."*
- Taken from The Communication Trust – "Foundation years and UK Government's life chances strategy: joint inquiry" (Feb 2016):
 - *"Vocabulary at age five has been found to be the best predictor (from a range of measures at age five and ten) of whether children who experienced social deprivation in childhood were able to 'buck the trend' and escape poverty in later adult life."*
 - *"After controlling for a range of other factors that might have played a role (mother's educational level, overcrowding, low birth weight, parent a poor reader, etc), researchers found that children who had normal non-verbal skills but a poor vocabulary at age five were one and a half times more likely to be poor readers or have mental health problems at age 34. They were also more than twice as likely to be unemployed as children who had normally developing language at age 5."*
- Taken from "EEF Attainment Gap" (Jan 2018):
 - *Improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development;*
 - *"Good teaching for all pupils has a particular benefit for disadvantaged pupils."*

- Taken from 'Supporting the attainment of disadvantaged pupils: articulating success and good practice' (November 2015):
 - *"In more successful schools, there were frequent assessments and decision points. There was also a focus on early intervention rather than waiting till the end of a key stage."*
 - *"The study found that schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with other similar characteristics."*
 - *"More successful schools tended to develop the skills and roles of existing teachers and support staff rather than bringing in additional teachers and support staff who do not know the pupils."*
 - *"In more successful schools, there was a focus on improving the quality of classroom teaching first rather than resorting to bolt on strategies and out of school activities."*
 - *"More successful schools had strong and well-established behaviour management policies. They also invested in individualized problem solving and emotional support rather than providing access to generic support."*
- Research by Geoffrey Cohen and colleagues shows that high expectations (not just high standards) increase motivation in vulnerable pupils.

Amount allocated £60,600

Taken directly from the School Improvement Plan

Objective	Initiative/ Action	Allocation	Projected Impact	Evaluation
<u>Quality of Education</u>				
<ul style="list-style-type: none"> • Creative and engaging curriculum will be developed which promotes diversity, life skills, curiosity and creativity • A love of reading will pervade throughout the school enabling all children to read • Reading fluency will be improved through a rigorous and systematic approach • Outcomes at Greater Depth in maths will be improved across the school 	<ul style="list-style-type: none"> • Ensure pupils at GD are having access to challenging texts • Ensure that all classes are sharing a high quality text and age appropriate text at the end of every school day • Increase parental engagement in maths through workshop activities • CPD on developing curriculum – Matt Dixon • Ensure pupils are all reading books appropriate to their phonic ability • Ensure vocabulary is explicitly taught through whole class reading sessions and is explicit on planning documents for all foundation subjects • Knowledge Organisers • Altius training – Jill Jones – Phonics and reading • To participate in Teaching School Alliance Maths Programme – focus on pupil premium, fluency and greater depth • English leader – CPD – Reading Fluency • Maths No Problem, which includes: <ul style="list-style-type: none"> ○ Purchase of workbooks; • Use of gap analysis, following formative assessments to ensure precision teaching • Targeted SLT support for maths and reading • Teachers identify and focus on those pupils in class • 3 Learn Something New days arranged across the year. • Engage pupils through starts, middles and finishes to teaching units. • Engage pupils through provision which has been carefully planned to break down barriers and meet the needs of each class. • Peer review day • Friday Book Club 	<p>£100</p> <p>Time - £200</p> <p>Cost £600 Books £3000</p> <p>K.O - £60 Altius training - £50</p> <p>Supply and course - £300 MNP - £3025.91</p> <p>Assessment materials -£1055.25</p> <p>SLT time -£10000</p> <p>Resources £150</p> <p>Resources £150</p> <p>Resources £500</p> <p>£250 supply – peer review</p>	<p>The gap between disadvantaged and other pupils will continue to diminish.</p> <p>The gap between disadvantaged and other pupils for each cohort will continue to diminish e.g. the gap at KS1 will be less by KS2.</p> <p>Specific targets set by teachers for termly interventions are achieved.</p> <p>Quality Wave 1 teaching is improved with small groups and smaller class sizes.</p> <p>By July 2020 at least 80% disadvantaged pupils are reaching expected attainment in reading, writing and maths combined.</p> <p>At least 90% disadvantaged pupils are making expected progress.</p> <p>An increased % of disadvantaged pupils achieving GDS.</p> <p>Achievement of disadvantaged pupils in in line or above other pupils.</p> <p>Pupils with higher expectations of themselves and belief in their own</p>	

	<ul style="list-style-type: none"> PM Benchmark reading assessment 	£250	ability will achieve better and make better progress.	
Leadership and management				
<ul style="list-style-type: none"> Leaders have a secure knowledge of their subject and are able to support others in the effective delivery of their curriculum 	<ul style="list-style-type: none"> Use the Barriers to learning toolkit to target SLT monitoring of disadvantaged pupils Deploy an interventions TA to support with additional learning needs. Work with SENCo on 6 weekly monitoring of effectiveness of interventions Club leaders to involve disadvantaged pupils, targeting those pupils with specific skills. History and geography subject leads given time to develop their subjects so that they mirror our curriculum intent statement 	<p>Time - £450</p> <p>£12863</p> <p>£35</p> <p>Supply - £400</p>	<p>All lessons observed will be good or better.</p> <p>Book scrutinies and learning walks show that practice is consistently good or better in all classes.</p> <p>All monitoring, including pupil progress meetings, show that progress is good or better.</p> <p>Increased % of outstanding teaching across the school.</p>	
Behaviour and Attitudes and Personal development				
<ul style="list-style-type: none"> Child friendly behaviour and anti-bullying policies will be in place Attendance for (pupil premium) will be in line with national expectations Develop a curriculum where children are taught about positive relationships and respect for others, promoting good mental health and well-being Improve the mental and emotional well-being of 	<ul style="list-style-type: none"> Funding places at After School Club / Breakfast club First day calling Attendance awards e.g. certificates, small gifts Termly attendance incentives e.g. Draw for £30 Argos voucher for 95% attendance Weekly monitoring of attendance Attendance at CP conferences/core groups Carry out parent and pupil survey to monitor perception of bullying in school 3 Learn Something New days arranged across the year. Provide lunch club or 1:1 staff for children who cannot manage 1 hour of lunch Play therapist Drop-in sessions with play therapist from issues arising from Worry Box/ Trouble Tree 	<p>HT time £4500 AO time £2125 £90 vouchers</p> <p>HT time £9244 DHT time £2510</p> <p>Already costed</p> <p>£2310</p> <p>£11,100</p> <p>£650</p>	<p>Specific targets set by teachers for termly interventions are achieved due to improved attendance.</p> <p>Pupils are better able to self-regulate and manage their feelings and emotions more appropriately.</p> <p>Providing pupils with opportunity to improve confidence, self-esteem and behaviour will reduce identified barriers to learning, therefore improving achievement.</p> <p>Improved behaviour for learning in lessons & reduced incidents during unstructured times.</p> <p>Addresses barriers to learning arising from social / emotional and or behavioural difficulties.</p>	

disadvantaged pupils				
Additional Resources				
Ensure all pupils have equal access to enrichment activities and other essential items for school	Residential Trips/ Visits Uniform Enrichment	£500 £130	Providing enrichment activities for pupils will ensure greater engagement and achievement.	

Next review: July 2020