



## Rusthall St. Paul's CE Primary School: Pupil Premium Strategy

<b>1.Context and overview:</b>	
Academic year	2020-21
Number of pupils on roll	165
Number of pupils eligible for Pupil Premium (Sept 2020)	50
Percentage of pupils eligible for Pupil Premium (Sept 2020)	30%
Total Pupil Premium grant, current financial year	£49, 422
Date for strategy review	Autumn 2021 with mid-year reviews in Spring 2021 and Summer 2021

<b>2. KS2 SATs 2019 (no data available for 2020)</b>					
	Reading	Writing	GPS	Maths	Combined
PP (10 pupils)	40%	50%	40%	50%	30%
Non PP	64%	88%	80%	64%	60%

<b>KS1 SATs 2019 (no data available for 2020)</b>			
	Reading	Writing	Maths
PP (4 pupils)	25%	50%	75%
Non PP	76%	68%	80%

<b>GLD 2019 (no data available for 2020)</b>	
PP (3 pupils)	100%
Non PP	73%

<b>3. Barriers to future attainment (for pupils eligible for PP including high ability)</b>	
In- school barriers ( <i>issues to be addressed in school such as poor oral language skills</i> )	
<b>A.</b>	Broad and balanced curriculum <i>incl taking account of curriculum missed due to Covid</i>
<b>B.</b>	PP pupils do not attain as well or make as much progress as non-PP in reading, writing (incl spelling) and maths
<b>C.</b>	Speech and language difficulties <i>incl. communication and vocabulary</i>
<b>D.</b>	Emotional needs of pupils <i>incl low self-esteem</i>
External barriers ( <i>issues which also require action outside of school, such as low attendance rates</i> )	
<b>E.</b>	Attendance- <i>Education is not given high importance in some homes, meaning that parents do not always ensure their children are in school every day.</i>
<b>F.</b>	Parental support and aspiration- <i>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 and educational support at home e.g. with reading and homework is limited.</i>
<b>G.</b>	Lack of age appropriate or regular routines - <i>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.</i>

<b>4. Desired Outcomes</b>	
<b>A.</b>	A recovery curriculum in place with clear progression of skills and knowledge ensures that children catch up and are back on track by summer 2020 All pupils are baselined to identify current attainment and gaps in learning, followed up by regular PPMs to track attainment and progress Pupils identified as falling behind given catch up support Curriculum engages all pupils and excites and motivates them to learn
<b>B.</b>	Teaching for all pupils is at least good so that gap between PP and non-PP diminishes Number of PP pupils making accelerated progress increases High quality daily basics in maths and GPS happening in each class High quality reading curriculum in place including the teaching of phonics Targeted support such as Read, Write, inc catch up in place for those who need it
<b>C.</b>	Pupils speech and language skills baselined on arrival in Reception so that planned appropriate support can be put into place Vocabulary enrichment is a key feature of the English curriculum Vocabulary is displayed prominently in each classroom Reading curriculum planned to give pupils opportunity to read aloud and extend and promote pupil's vocabulary Children become more skilled with using spoken language which then impacts on better writing
<b>D.</b>	Growth Mindset culture pervades throughout school

	Well-planned activities e.g. LANSD, PSHE curriculum support pupils' well-being Targeted individual support given to pupils where needed e.g. Play Therapist, TAs ensures all pupils achieve well Clear behaviour policy in place supports all pupils in regulating their behaviour
<b>E.</b>	Attendance for PP pupils is at least 95% No more than 10 PP pupils are persistently absent
<b>F.</b>	All parents take an interest in their children's learning and are able to support at home with learning All children are listened to read regularly at home Good communication between parents and teachers so that parents feel well-supported and able to seek advice
<b>G.</b>	Pupils behaviour in school is good as result of clear routines and expectations Families who need additional support signposted towards Early help or other interventions Families feel able to discuss difficulties and seek support from staff in school

## 5. Planned Expenditure

Academic year 2020-21

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Ensure the curriculum, supports all pupils, particularly those with SEN/dis to make better progress towards identified end points (A)  Children learn from a broad and balanced curriculum with an emphasis on progression of knowledge and skills (A)	Undertake review of curriculum with recovery curriculum in place  Curriculum maps for each year group with a spiral curriculum showing progression of knowledge and skills  CPD for staff to support with delivering the curriculum  Vulnerable pupils identified who may require additional support  Monitoring, triangulation and internal peer reviews linked to	OFSTEd report Jan 2020  OFSTEd framework  EEF- school planning guide  Research on cognitive load theory  During lockdown, in some classes less than 50% pupils were supported at home with their learning	Monitoring of curriculum will involve:  Work scrutiny Lesson observations PPMs Pupil voice Discussions with subject leaders SIA	SLT	Once per term at least

	PPMs to ensure no child is falling behind				
<p>Quality first teaching and assessment meets the needs of all learners (B)</p> <p>Ensure all children achieve well in reading (B)</p> <p>The teaching of maths builds pupils' mathematical understanding and skills (B)</p>	<p>CPD for staff on how to plan carefully sequenced lessons with differentiation to meet the needs of all learners.</p> <p>Key maths skills identified for each year group with lessons adapted to meet the skills and concepts being taught</p> <p>Pupils benchmarked in reading using PM Benchmark followed by AR reader to target greater reading and reading pitched at correct level</p> <p>Whole class reading in KS2 which promotes fluency and vocabulary</p> <p>Greater opportunities for reading across the curriculum to increase stamina and fluency with key texts for each year group</p>	<p>OFSTED report Jan 2020</p> <p>End of key stage data</p> <p>Evidence from PPMs shows that pupils who are on cusp of emerging/ expected find it harder to catch up and keep up. Often the gap widens as they get older.</p> <p>Evidence from maths monitoring show that pupils working below expected have gaps in their understanding</p> <p>At end of KS1 pupils attain well in phonics but lack fluency and deeper comprehension skills as they move through KS2</p>	<p>PPMs 6x year</p> <p>Learning walks AR reader Monitoring of reading Pupil voice</p> <p>Work scrutiny Lesson obs Pupil voice</p>	SLT	Once per term at least
<p>Improve speech and language skills (C)</p> <p>Children become more skilled with using spoken language which then impacts on better reading and writing (C)</p>	<p>Baseline on entry using Speech Link Early intervention- Language Boost in Year R</p> <p>Carefully sequenced English lessons to promote vocabulary using resources such as Literacy Tree</p> <p>Helicopter stories in KS1</p> <p>Targeted speech and language for those requiring additional support</p>	<p>Number of pupils starting school with speech and language issues is increasing</p> <p>Closing the vocabulary gap- Alex Quigly Evidence shows that pupils from disadvantaged backgrounds have far less vocabulary than non-dis</p> <p>Pupils in KS2 who have been through the Helicopter stories programme have far greater confidence in wanting to write using a greater range of vocabulary</p>	<p>Impact on use of spoken language as children use Language Boost</p> <p>Monitoring of reading and writing, particularly impact of Helicopter stories on writing</p>	<p>SENCo</p> <p>KS1 leader</p>	Once per term

Attendance gap between PP and non-PP narrows. Attendance is in line with national expectations (E)	Weekly monitoring by HT Early intervention for those falling below 95% Tracking and more intensive intervention for PA Weekly and termly rewards for pupils with good attendance Weekly monitoring of classes with attendance displayed on doors	Pupils with poorest attendance and below 95% have less chance of succeeding at GCSEs	Weekly monitoring of all pupils Termly monitoring of pupil groups	HT	Weekly 6 x year
PSHE curriculum in place that promotes positive relationships and respect for others, promoting good mental health and well-being (D)	Values education runs throughout school life SCARF- PSHE resource Learn a new skill day	Behaviour at RSP has improved over the last few years due to the focus on our values that includes respect and relationships, as a result the learning in class has improved. Pupil well-being is being monitored as result of lockdown.	Monitoring of incidents on CPOMs Pupil voice Behaviour around school Engagement in class	SLT	Termly
Families from all households feel supported with learning. Good communication from school ensures expectations are made clear to everyone (F, G)	Regular communication through Dojo. Teachers being reactive to non-communication Class and school newsletters Values and expectations shared with parents Parent workshops	Some pupils with a chaotic lifestyle at home find it harder to regulate their behaviour at school  Evidence from reading records show that a high percentage of children are not listened to read at home, particularly PP families (75% in some classes)	Engagement with Dojo Reading records Homework completed and handed in Number of behaviour incidents Attendance	SLT	Termly

Total budgeted cost    £26122

## ii. Targeted support

Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Well-being of PP children increases because of support from Play Therapist or nurture group (D)	Play therapist Nurture support targeted at classes/ groups who require additional support	SDQs indicate that well-being of some pupils is low resulting in lack of engagement in class, poor relationships and behaviour. Number of PP children needing emotional support is increasing	Behaviour and engagement in class Increased score on SDQs	HT	Termly
Children have a good start to school provided by breakfast club (G)	Breakfast club	Pupil well-being is higher if they have a good start to the day. Improved attendance due to attending breakfast club.	Behaviour and engagement in class Increased attendance	HT	Termly

Total budgeted cost					£21,300
iii. Other approaches					
Desired outcome	Chosen approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review the implementation?
Children are able to use a Growth Mindset to improve their behaviour for learning (D)	Growth Mindset culture pervades throughout the life of the school	Research from Carol Dweck on Growth Mindset Resilience of some pupils is low and they give up with their learning too easily	Evidence of improved resilience and better engagement in class	SLT	Termly
Contribution to enrichment activities incl. extra-curricular clubs ensures every child takes part (A)	Trips and clubs subsidised Sports activities and tournaments for all	Pupil well-being has increased as pupils feel achievement in different areas of their school life	High take up of clubs All pupils partake in enrichment activities	SLT	termly
Total budgeted cost					£2000

