

1. Pupil premium strategy statement (primary) Summary information

School	Rush Common School				
Academic Year	2018/19	Total PP budget	£14,520	Date of most recent PP Review	N/A
Total number of pupils	403	Number of pupils eligible for PP	16 (3.97% of pupils on roll)	Date for next internal review of this strategy	April 2019

Attainment (Year 6 2016-7)

5 pupils	<i>Pupil Premium (RC)</i>	<i>Whole school</i>
% achieving in reading, writing and maths	60%	67%
% making progress in reading	60%	72%
% making progress in writing	60%	76%
% making progress in maths	80%	86%

2. Barriers to future attainment (for pupils eligible for PP, including high ability)

In-school barriers (*issues to be addressed in school, such as poor oral language skills*)

A.	21% of PP pupils are also SEND (one with an EHCP in process)
B.	Low maths and writing skills, lack of engagement
C.	Emotional difficulties. Anxiety and mental health issues. A third of PP pupils are also Service Pupil Premium (armed forces families)

External barriers (*issues which also require action outside school, such as low attendance rates*)

D.	Opportunities for PP to have wider experiences both inside and outside of school to enrich their general life experiences and knowledge e.g participation in clubs, residential and trips and visits.
E.	Parental engagement and support needed with parenting skills

3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Provide additional support for PP pupils which is targeted to their needs (Early Nurture Group support, ELSA) to improve the emotional and mental health of individuals and address the behaviour issues of specific children across the school.	PP pupils make better than expected progress. Pupils are more emotionally resilient and have less anxiety. Pupils understand a range of strategies to use to self-regulate their emotions.

		Few behaviour incidents for these pupils recorded in Behaviour book and Behaviour log. High levels of parental engagement in school life and attendance to parent meetings etc.
B.	Improve maths skills for PP pupils by providing additional support for maths for PP pupils to raise attainment and progress and confidence in ability. The mastery approach to Maths is used throughout the school (including Year 6 where possible) to increase core skills, reasoning and arithmetic.	Maths data shows that attainment in maths for PP pupils is in line with or above non-PP pupils in each year group. Most able PP pupils are in line with most able nationally in maths. Good progress is seen in books and shows impact of strategies over time.
C.	Improve writing skills for PP pupils by providing additional support to raise attainment and progress and pride in their writing. Read Write Inc Spelling books support development of skills	Writing data shows that attainment in writing for PP pupils is in line with or above non-PP pupils in each year group. Most able PP pupils are in line with most able nationally at the end of KS2. Good progress is seen in books and across the curriculum and shows impact of strategies over time. Progress in spelling is seen in books as well as improved spelling test scores.
D.	PP pupils are encouraged to attend after school activities, take part in residential visits and trips. Aspirations are raised via opportunities such as Ambitions Day, participation in the International School Award; visiting theatre company productions; motivational speakers and Year group performances. Opportunities for PP to play a musical instrument are developed whenever possible.	All PP pupils across the school (Y1-Y6) to take part in an after school activity or intervention (Maths workshop). PP pupils will be involved in some aspect of music (instrument, choir or year group performances) Support with funding is offered to enable PP children to take part in trips, visits and residential.
E.	Increase parental engagement and attendance at parent's evenings, information evening, workshops and class assemblies.	High attendance of PP parents at information evenings and workshops. Attendance data for PP pupils remains in line with non-PP attendance. Feedback from PP parents show that they welcome support with their child's learning.

4. Planned expenditure					
Academic year		2018-2019			
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 of 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 implementation?
To provide additional support for PP pupils with SEND. Emotional and mental health issues for a small group of children (Service Pupil Premium)	Additional 1-1 and small group support. (cost £12,000) Drawing and Talking 1-1 therapeutic programme available for PP pupils. (cost £450)	Over 21% of PP pupils are also SEND 3/14. Pupils with emotional and behavioural needs require additional support to address these needs alongside learning needs to encourage positive learning behaviour and improve progress.	Part of the SIP- SLT regularly review this. SEND and PP trackers which are updated frequently and shared with parents. SEND Pupil Profiles for those pupils who are PP/SEND. Reviewed three	SENCo (Head of Pupil Support and Welfare)	April 2019 July 2019

	<p>Nurture group sessions available with a direct focus for PP pupils. (cost £500)</p> <p>Use of outside agencies and professionals to support SEN needs as ASD and behaviour. (cost £430)</p> <p>ELSA (Emotional Literacy Support Assistant) to work 1-1 with PP/SEND to develop emotional literacy and resilience. (cost £800)</p> <p>Early Help assessment completed for those PP pupils and families that need additional support and help. TAF in place for PP/SEND pupils. (cost £250)</p> <p>Tracking of PP/SEND pupil's provision and outcomes of interventions through Pupil Profiles and individual pupil trackers for all PP pupils. (cost £300)</p> <p>Additional training for all staff (including TAs) on supporting pupils with Autism (led by CIT) and differentiation (led by EP) both in 2019. (cost £200)</p>	<p>QCA behaviour scales show that 3 PP/SEMND pupils are a high level of concern (scored 45 and below/90)</p> <p>Of the 3 PP/SEN pupils, one has an EHCP in progress and another is awaiting an ADHD assessment at CAMHS.</p>	<p>times a year with parents and class teacher.</p> <p>Through TAF termly meeting for those PP/SEND pupils and families (currently 1 PP/SEND pupils).</p> <p>Head of Pupil Support and Welfare)/SENCO will take a lead on ensuring pupil outcomes are improving.</p> <p>SENCO will liaise with outside professional and agencies as Educational Psychologist and Advisory Teacher for autism.</p>		
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To raise attainment in maths.	Small group support in maths and 1-1 support as needed for those complex SEND/PP (part of above cost). Booster support in maths in Year 6. (cost £1,500) Maths Wizards after school (cost £150)	Analysis of data in some years shows that there is a gap in maths attainment for PP pupils compared to non PP.	Pupil progress meetings. Attainment of all pupils to be assessed at the end of each term. Staff moderation meetings to assess progress in maths across the school. Tracking progress of maths wizards intervention (termly)	Head of Pupil Support & Welfare Y6 staff Maths Co-ordinator	April 2019 July 2019
To raise attainment in writing through improving speech and communication skills for some pupils.	Small group support in writing and 1-1 support as needed for those complex SEND/PP (part of above cost). Booster (£1,500) Early Literacy Support intervention in Y1 and Y2. £500) Phonic groups. Additional reading 1-1 before school.	Analysis of data shows that pupils in reception who do not attain expected outcomes in literacy have a language deficit. Pupils at KS2 who don't meet expected levels have a limited vocabulary due to communication issues and limited reading experiences at home	Attainment of all pupils to be assessed at the end of each term. Staff moderation meetings to assess progress in writing across the school.	SLT	April 2019 July 2019
Total budgeted cost					£18,580
ii. Targeted support					
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 implementation?
To provide additional support for PP pupils with SEN so they can access the curriculum and make progress.	1-1 and small group work for pupils with SEND needs. (cost £12,000)	21% of PP pupils are SEND. Greater support for SEND pupils (including differentiation, 1-1 small group support and focussed strategies) will enable SEND pupils to make small steps in their learning and reduce barriers to accessing the curriculum. Giving targeted support to individual pupils to fill gaps in their learning supports them in accessing their class curriculum more effectively Pre-teaching gives scaffolding for lower attainers to access quality first teaching.	Assessments Pupil profile meetings Pupil profiles and trackers Learning walks	MA	April 2019 July 2019

To raise attainment in maths. To raise attainment in writing through improving speech and communication skills for some pupils.	Small group work in maths and English lessons to improve numeracy and writing skills. (cost £12,000) As above	Small steps of learning at the right level to eliminate difference between PP and Non PP pupils in maths and writing. To raise attainment of PP pupils in maths and writing.	Assessments Pupil profile meetings Pupil profiles and trackers Learning walks Feedback from staff.	MA	April 2019 July 2019
To raise attainment of Y6 pupils in maths and writing.	Booster sessions for year 6 pupils in maths and writing. (cost £3,000) After school small group tuition in maths and writing. (cost £1,000)	Specialised activities and tasks to eliminate difference between PP and Non PP pupils in maths and writing. To raise attainment of PP pupils in maths and writing.	Assessments Pupil profile meetings Pupil profiles and trackers Feedback from staff.	Year 6 staff	April 2019 July 2019
To improve emotional literacy of PP pupils and encourage emotional resilience.	Drawing and Talking 1-1 sessions. (cost £450) Nurture group sessions. (cost £500)	QCA Behaviour Scales completed by staff. Questionnaires completed by pupils at start and end of intervention. D&T is a therapeutic programme which encourages self-esteem and emotional resilience. Nurture groups provide pupils with opportunities to reflect on their emotions and build strategies. Turn talking and listening skills developed also.	QCA Scales Pupil questionnaires Pupil Trackers Pupil Trackers (for those SEND/PP)	MA	February 2019 July 2019
To improve the emotional resilience of PP pupils. To provide 1-1 support for those PP who have mental health needs (anxiety, low self-esteem etc.)	ELSA 1-1 and small group sessions for PP pupils with emotional needs. (cost £800)	QCA scales and pupil questionnaires provide evidence of starting points. Pupils will gain self-esteem and emotional reliance. Opportunity to reflect on feelings and emotions and share pupil voice.	QCA Scales Pupil questionnaires Pupil Trackers Pupil Trackers (for those SEND/PP) Feedback from pupils and parents Reflected in TAF outcomes.	MA	February 2019 July 2019
Total budgeted cost					£17,750

iii. Other approaches

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 implementation?
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To give pupils access to wider learning opportunities.	To fund residential visits in Year 4, 5 and 6 so that any pupil can attend regardless of their capacity to pay. (cost £1000)	Residential visits increase pupils' capacity to be independent and to extend their life experiences. Many pupils increase in confidence as a result of having residential visits and outside learning opportunities.	All pupils who request support for their visit will be funded if they are in receipt of PP funding.	JS and MA	April 2019 July 2019
To enrich and widen PP pupil's experiences and opportunities outside of school.	Provision of after school clubs with a focus on PP pupils (i.e. Maths Wizards). Give PP pupils priority to attend after school clubs and use personal invitations to attend. (cost £600)	Low self-esteem can be a barrier to pupils' learning. Clubs can be a way of improving a child's confidence.	Classroom progress and attainment Pupil trackers QCA Behaviour Scales Observations TAFs	MA	April 2019 July 2019
To improve reading skills and comprehension for PP pupils.	1-1 additional reading time before school. (cost £300)	To improve self-esteem as well as reading confidence. 1-1 time before school enables a positive link between home and school.	. Classroom progress and attainment Pupil trackers QCA Behaviour Scales Observations TAFs	MA	April 2019 July 2019
Total budgeted cost					£1,900

5. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise attainment in mathematics.	Third Space Maths Small group support for maths across the school. Booster in Y6	The 2 children who did Third Space learning increased their arithmetic scores from the September baseline and achieved EXS in KS2 Sats	Third Space learning will not continue for 2018-19 because it doesn't suit the learning style of the year 6 PP child	£458 £6000 £100
To raise attainment in writing	The Big Write Small group support for writing across the school. Booster in Y6	Spelling ages increased by an average of 18 months from January to July 2018 2 PP children made better than expected progress in writing PP children had noticeably better stamina for writing due to using the Big Write.	Focus on Spelling punctuation and grammar will continue using discrete lessons taught across both classes and the introduction this year of Read Write Inc Spelling scheme	£6000 £100
ii. Targeted support				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To raise attainment for PP pupils across the school. Learning mentors role	Small group work with TAs and class teachers. Use of PP trackers for every PP pupil to track progress and identify next steps.	The impact of staff having a clear focus on PP in small group sessions and whole class lessons was effective. Teachers prioritised PP pupils when giving verbal feedback and their books marked first.	Proactive approach to PP worked well. This will continue with a greater focus on "Rush Common Scholars" for all PP pupils. PP trackers are detailed and provide evidence of interventions and progress including impact. Both approaches will be continued.	£12,000
To improve pupils' emotional resilience	ELSA to provide focussed provision for pupils whose lack of emotional resilience is preventing them from accessing the curriculum.	Pupils who have emotional difficulties (anxieties) make good progress and are increasingly resilient as evidenced through pupil questionnaires, QCA behaviour scales and parent/pupil voice and feedback.	Focussed provision is the most effective approach to providing appropriate ELSA support. Continue with provision.	£800

To raise attainment in mathematics	Maths Wizards Small group work with TAs/class teacher.	Noticeable impact on confidence and improved arithmetic skills for children participating in Maths Wizard programme Mastery approach shown to have impact for PP children in all year groups	Maths Wizards continues for 2018-19 for a targeted group of children and a focus on year 5.	£12,000 (part of above costs) £150
To raise attainment in reading and phonics in KS1	Phonic setting in Y1 Phonics lead	50% of PP children passed phonics screen (1 child) The other PP child is also SEN made small steps of progress including increased engagement and motivation.	Regular screening and phonic group setting across Year 1 and Year 2 to continue as this has proved to be a successful approach. TA to continue leading Pips programme in Year 1	£400

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
To increase pupils' confidence and capacity and have raised self esteem	Ensure that all pupils have access to residential visits in Year 4 and 6. Provide regular Forest School provision for FS Fund key pupils' access to extracurricular provision	All pupils who go on the residential visits benefit from increased confidence and resilience. FS pupils benefit hugely from access to Forest School. Observations of pupils who lack confidence shows that they are more likely to engage with others and take a leadership role when they are learning outdoors. The pupils who have access to clubs have increased in confidence measured observations by their class teacher. Their progress has also improved.	Continue with provision. Forest School has been very successful and has been rolled out into Year 1 for the children who didn't get GLD including PP children, Continue with the provision. Consider it for other PP pupils.	£1000
To support pupils with mental health issues.	Nurture Group support across the school and transition support for vulnerable Y6 pupils. ELSA support (1-1 and small groups) Drawing and Talking	Nurture group support is very effective in improving the behaviour of identified pupils. Positive feedback from pupils and parents. ELSA equips pupils with a toolkit to manage their emotional development. See QCA behaviour scales results for improvements and pupil questionnaires. Drawing and Talking is used to support PP pupils with their emotional development.	Very effective and will continue. Could increase provision to meet need. Very effective with pupils who have taken part. Some PP pupils will need additional ELSA support next academic year. Two trained D&T TAs support pupils very effectively. More hours would be even more beneficial.	£250 £800 £450

6. Additional detail

We actively encourage PP children to stand for election for School Parliament and other roles of responsibility across the school. Opportunities to raise aspirations and expectations are researched. Year group performances showcase individual's creativity and strengths and increase confidence and resilience. Children are very proud of their role in the productions and this has a positive effect with parental engagement.