

1. Pupil premium strategy statement (primary) Summary information

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| School | Rush Common School | | | | |
| Academic Year | 2019/2020 | Total PP budget | £14,520 | Date of most recent PP Review | N/A |
| Total number of pupils | 402 | Number of pupils eligible for PP | 14 (3.48% of pupils on roll) | Date for next internal review of this strategy | April 2020 |

Attainment (Year 6 2018-2019)

| 1 pupil | <i>Pupil Premium Yr 6 (RC)</i> | <i>Whole school</i> |
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| % achieving in reading, writing and maths | 0% (1 pupil) | 66% |
| % making progress in reading | 0% (1 pupil) | 52% |
| % making progress in writing | 0% (1 pupil) | 77% |
| % making progress in maths | 0% (1 pupil) | 61% |

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*)

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| A. | Low writing skills |
| B. | Low maths skills, lack of engagement |
| C. | Emotional difficulties. Anxiety and mental health issues. 21% 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*)

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| 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. Difficulties if army families relocate. |

3. Desired outcomes

| | <i>Desired outcomes and how they will be measured</i> | <i>Success criteria</i> |
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| A. | Improve writing skills for PP pupils by providing additional support to raise attainment and progress and pride in their writing. Spelling support to develop skills including ability phonics grouping in Year 1. | 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 |

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| | | time. Progress in spelling is seen in books as well as improved spelling test scores. |
| 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. | Provide additional support for PP pupils which is targeted to their needs (Early Nurture Group support in Year 1, ELSA) to improve the emotional and mental health of individuals and address the behaviour issues of specific children across the school. Provide emotional resilience lessons in Y6 (led by ELSA) which enable Y6 pupils to develop strategies and skills to increase self-esteem, perseverance and consider their strengths. Y3/4 Safer Together Programme led by Kingfisher Team to develop strong relationships and positive emotions. | 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. |
| 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 | | | | | |
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| Academic year | | 2019-2020 | | | |
| 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. Teaching (Universal) | | | | | |
| 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. Emotional and mental health issues for a small group of children (Service Pupil Premium) | Additional 1-1 and small group support. (cost £9000) Tracking of PP/SEND pupil's provision and outcomes of interventions through Pupil Profiles and | 14% of PP pupils are also SEND 2/14. One pupil has more complex SEN needs. 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 2020 July 2020 |

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| | <p>individual pupil trackers for all PP pupils. (cost £200)</p> <p>Additional training for all staff (including TAs) on supporting pupils (cost £300)</p> | <p>QCA behaviour scales</p> <p>Of the 2 PP/SEN pupils, one has an EHCP application awaiting a possible assessment.</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> | | |
| <p>To raise attainment in maths. To raise attainment in writing through improving speech and communication skills for some pupils.</p> | <p>Small group work in maths and English lessons to improve numeracy and writing skills. (cost as above)</p> | <p>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.</p> | <p>Assessments Pupil profile meetings Pupil profiles and trackers Learning walks Feedback from staff.</p> | MA | <p>April 2020 July 2020</p> |
| Total budgeted cost | | | | | £ 9,500 |
| 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? |
| <p>To raise attainment in maths.</p> | <p>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 £700)</p> <p>Maths Wizards after school (cost £150)</p> | <p>Analysis of data in some years shows that there is a gap in maths attainment for PP pupils compared to non PP.</p> | <p>Pupil progress meetings.</p> <p>Attainment of all pupils to be assessed at the end of each term.</p> <p>Staff moderation meetings to assess progress in maths across the school.</p> <p>Tracking progress of maths wizards intervention (termly)</p> | <p>Head of Pupil Support & Welfare</p> <p>Y6 staff</p> <p>Maths Co-ordinator</p> | <p>April 2020 July 2020</p> |

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| <p>To raise attainment in writing through improving speech and communication skills for some pupils.</p> | <p>Small group support in writing and 1-1 support as needed for those complex SEND/PP (part of above cost). Early Literacy Support intervention in Y1 and Y2. £200 Phonic groups. Additional reading 1-1 before school. Support £120</p> | <p>Analysis of data shows that pupils in reception who do not attain expected outcomes in literacy have a language deficit.</p> <p>Pupils at KS2 who don't meet expected levels have a limited vocabulary due to communication issues and limited reading experiences at home</p> | <p>Attainment of all pupils to be assessed at the end of each term. Staff moderation meetings to assess progress in writing across the school.</p> | <p>SLT</p> | <p>April 2020 July 2020</p> |
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| <p>To provide additional support for PP pupils with SEN so they can access the curriculum and make progress.</p> <p>To provide additional support for PP pupils.</p> <p>Emotional and mental health issues for a small group of children (Service Pupil Premium)</p> <p>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.)</p> | <p>Drawing and Talking 1-1 therapeutic programme available for PP pupils. (cost £500)</p> <p>Nurture group sessions available with a direct focus for PP pupils. (cost £400)</p> <p>Early Nurture Group sessions for PP pupils in FS/Y1 (£600)</p> <p>Use of outside agencies and professionals to support SEN needs as ASD and behaviour. (cost £400)</p> <p>ELSA (Emotional Literacy Support Assistant) to work 1-1 with PP/SEND to develop emotional literacy and resilience. (cost £700)</p> <p>Resilience session in Y6 (6 weeks) led by ELSA (£200)</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>To provide additional support for PP pupils so they can access the curriculum and make progress.</p> <p>Pupils with emotional and behavioural needs require additional support to address these needs alongside learning needs to encourage positive learning behaviour and improve progress.</p> <p>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 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.</p> | <p>Assessments Pupil profile meetings Pupil profiles and trackers Learning walks</p> <p>Part of the SIP- SLT regularly review this.</p> <p>SEND and PP trackers which are updated frequently and shared with parents.</p> <p>SEND Pupil Profiles for those pupils who are PP/SEND. Reviewed three 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> <p>QCA Scales Pupil questionnaires Pupil Trackers Pupil Trackers (for those SEND/PP)</p> | <p>SENCo (Head of Pupil Support and Welfare)</p> | <p>April 2020 July 2020</p> |
| <p>To improve emotional literacy of PP pupils and encourage emotional resilience.</p> | <p>Drawing and Talking 1-1 sessions. (cost above)</p> <p>Nurture group sessions. (cost above)</p> | <p>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.</p> | <p>QCA Scales Pupil questionnaires Pupil Trackers Pupil Trackers (for those SEND/PP)</p> | <p>MA</p> | <p>April 2020 July 2020</p> |

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| | | 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 | April 2020 July 2020 |
| Total budgeted cost | | | | | £4220 |
| iii. Wider opportunities | | | | | |
| 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 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 £800) | 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 2020 July 2020 |
| 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. (see above costings) | 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 2020 July 2020 |
| To improve reading skills and comprehension for PP pupils. | 1-1 additional reading time before school. (see above costings) | 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 2020 July 2020 |
| Total budgeted cost | | | | | £800 |

| 5. Review of expenditure | | | | |
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| Previous Academic Year 2018-2019 | | | | |
| 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. | Maths co-ordinator to attend Abingdon Maths Partnership (3 times per year). Continue with models and images approach. Embed and continue. | The teaching of Maths across the school continues to raise attainment across all groups of pupils. | Continue with models and images approach. Embed in the curriculum and continue across all year groups. | £500 |
| To raise attainment in writing | The Big Write Small group support for writing across the school. Booster in Y6 Read Write Inc Spelling scheme | PP children had noticeably better stamina for writing due to using the Big Write. A grant was received to deliver The Read Write Inc Spelling Scheme. This proved a useful tool in the teaching of spelling across the school. | Read Write Inc scheme not to be continued next year as the grant was for one year. The school will use it as a basis next year and we will create our own spelling scheme based on spelling patterns. | £400 |
| 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. | £10,000 |

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| 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. Booster in Y6 | 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 to be reviewed and put in place according to cohort needs. Mastery approach across the school to be continued. | £10,000 (part of above costs) £150 |
| To raise attainment in reading and phonics in KS1 | Phonic setting in Y1 and Y2 Phonics lead | There are currently no PP pupils in Year 1. 0% of PP pupils in Year 2 passed the phonics screening check. (1 child) | Regular screening and phonic group setting across Year 1 and Year 2 to continue as this has proved to be a successful approach. Booster group for Phonics to be delivered 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 |
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| 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 |

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| To support pupils with mental health issues. | Nurture Group support across the school and transition support for vulnerable Y6 pupils. | Nurture group support is very effective in improving the behaviour of identified pupils. Positive feedback from pupils and parents. | Very effective and will continue. Could increase provision to meet need. | £300 |
| | ELSA support (1-1 and small groups) | ELSA equips pupils with a toolkit to manage their emotional development. See QCA behaviour scales results for improvements and pupil questionnaires. | Very effective with pupils who have taken part. Some PP pupils will need additional ELSA support next academic year. | £800 |
| | Drawing and Talking | Drawing and Talking is used to support PP pupils with their emotional development. | Two trained D&T TAs support pupils very effectively. More hours would be even more beneficial. | £500 |
| | | | | TOTAL:£14,700 |

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.