

# Pupil premium strategy statement

## School overview

Metric	Data
School name	Rush Common School
Pupils in school	393
Proportion of disadvantaged pupils	5.3% (21 pupils)
Pupil premium allocation this academic year	£22,342 (2020-21)
Academic year or years covered by statement	2019 - 2020 and 2020 - 2021
Publish date	Nov 2020
Review date	June 2021
Statement authorised by	Kristen Fawcett
Pupil premium lead	Jo Brown
Governor lead	Debbie Lymn

## Review of last year's aims and outcomes (2019-20)

The 2019-2020 academic year was disrupted by the Coronavirus pandemic from March onwards. Whilst there is no officially recognised data for disadvantaged pupils, internal data demonstrated the following:

- Three out of four disadvantaged pupils in Year 1 were on-track in March to pass the phonics screening.
- Two out of three disadvantaged pupils at the end of KS2 were on track in March to achieve the expected standard in Reading, Writing and Maths. Two of the pupils had demonstrated good progress from KS1 in Reading, Writing and Maths. The other pupil had only very recently joined the school.
- There are 17 out of 18 disadvantaged pupils for which the school had the end of previous phase attainment. Analysis of data combined with pupil progress meetings showed that in March 88% (15/17) were on-track to make good progress in Reading, 82% (14/17) were on-track to make good progress in Writing and 76% (13/17) were on-track to make good progress in Maths.

The table below demonstrates the school's achievements towards the aims of 2019-2020 including pre and post Covid-19 lockdown.

Aim	Outcome
Improve writing skills by providing additional support to raise attainment, progress and pride in writing.	<b>Pre-lockdown</b> Small group support in English lessons allowed pupil premium pupils across the school to make accelerated progress in writing.  Additional small group phonics support in Year 1 ensured disadvantaged pupils were on-track to pass the phonics screening.

	<p>Additional 1-1 support was targeted at specific disadvantaged pupils to develop their writing skills.</p> <p>Specific targeted interventions were used to bridge gaps in writing skills to other pupils.</p> <p>1-1 reading for disadvantaged pupils across the school fed into improvements in writing skills across the school.</p> <p><b>Post-lockdown</b> Class teachers focussed on disadvantaged pupils during online learning, which in turn increased access and engagement. This included contacting and supporting families if work had not been submitted.</p> <p>Individualised feedback for disadvantaged pupils and differentiated online writing tasks, increased motivation and engagement.</p> <p>One specific child in Year 3 received weekly packs of work put together by the class teacher due to difficulties with online access. This ensured the child continued to engage with writing during this time.</p> <p>When the school re-opened to 3 year groups in June, disadvantaged pupils with specific needs in the other year groups attended the provision.</p>
<p>Improve maths skills by providing additional support to raise attainment and progress and confidence in ability.</p>	<p><b>Pre-lockdown</b> Small group support in Maths lessons allowed disadvantaged pupils across the school to bridge gaps in skills and knowledge.</p> <p>Additional 1-1 support was targeted at specific disadvantaged pupils to develop their maths skills.</p> <p>Specific targeted interventions were used to bridge gaps in maths knowledge and skills to other pupils.</p> <p>Year 6 additional Maths support was provided to the two Year 6 disadvantaged pupils. This ensured these pupils were on-track to achieve expected standard in March 2020</p> <p>The mastery curriculum was further embedded across the school to deepen and secure mathematical concepts.</p> <p><b>Post-Lockdown</b> Class teachers focussed on disadvantaged pupils during online learning, which in turn increased access and engagement. This included contacting and supporting families if work had not been submitted.</p>

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<p>Provide additional support targeted to pupil needs to improve emotional and mental health of individuals.</p>	<p><b>Pre-lockdown</b></p> <p>ELSA sessions were carried out for disadvantaged pupils, which developed emotional literacy and resilience. Children showed awareness of who to talk to if there was anything that was troubling them. All children were encouraged to talk about their feelings and were provided with strategies to manage feelings.</p> <p>Early nurture groups were used to support Y1 disadvantaged pupils and improve social interactions.</p> <p>Emotional resilience training programme was put in place for Year 6 pupils.</p> <p>Use of outside agencies to support disadvantaged pupils with SEN allowed specific needs to be met.</p> <p><b>Post-lockdown</b></p> <p>Regular phone calls made by pupil support and welfare lead and class teachers to disadvantaged pupils provided support and increased engagement with online learning</p> <p>The school ELSA shared a wide range of ELSA resources, such as social stories, and made direct contact with individual families. This maintained links with school and increased motivation and engagement.</p> <p>FSM vouchers and food bags were organised with arrangements made for parents to collect.</p> <p>Individual emails written to disadvantaged pupils engaged and motivated pupils.</p> <p>Information about supporting pupils with mental health and well-being was organised and sent out by the pupil support and welfare lead.</p>

## What has entry data for 2020-2021 shown?

Entry data has shown that maths is the area that has dropped the most for disadvantaged pupils, as a result of Covid-19. This is also the case for non-disadvantaged pupils. Four disadvantaged pupils across Year 2 to Year 6 have been assessed on entry as not being on-track to achieve good progress from their previous phase starting point. Two pupils have dropped considerably from their March 2020 assessment.

Teacher assessment in writing also indicated the negative impact of Covid-19 on some disadvantaged pupils in KS2.

## Strategy aims for disadvantaged pupils

Priority 1	Ensure disadvantaged pupils make good progress in maths by providing additional support.
Priority 2	Ensure disadvantaged pupils make good progress in phonics, reading and writing by providing additional support.
Priority 3	Provide additional support for disadvantaged pupils to improve their emotional and mental health.
Priority 4	Raise the profile of disadvantaged pupils and encourage wider enrichment opportunities.
Barriers to learning that these priorities address	<ul style="list-style-type: none"> <li>• Drop in attainment as a result of Covid-19 lockdown</li> <li>• For some disadvantaged pupils there is a lack of parental engagement in supporting pupil's learning.</li> <li>• Covid-19 pandemic contributed to an increase in anxiety and mental health issues for some disadvantaged pupils.</li> </ul>

## Targeted academic support for current academic year (2020-21)

	Activity
<b>Priority 1</b> Ensure disadvantaged pupils make good progress in maths.	<ul style="list-style-type: none"> <li>• Provide targeted support from class teacher in small groups and targeted interventions across all year groups to develop mathematical skills and reasoning.</li> <li>• Additional T.A. support for lower attaining disadvantaged pupils in Maths.</li> <li>• The mastery approach to Maths is used throughout the school to increase core skills, reasoning and arithmetic.</li> </ul>
<b>Priority 2</b> Ensure disadvantaged pupils make good progress in phonics, reading and writing.	<ul style="list-style-type: none"> <li>• Provide targeted support from class teacher to develop reading and writing skills, including targeted intervention groups across all year groups.</li> <li>• Ability phonics grouping in Reception, Year 1 and Year 2, which caters for the needs of disadvantaged pupils.</li> <li>• Additional T.A. support for lower attaining disadvantaged pupils in Maths.</li> <li>• Additional phonics support in Year 1 and Year 3 for disadvantaged pupils.</li> <li>• 1:1 reading opportunities provided for disadvantaged pupils</li> </ul>

<p><b>Priority 3</b> Provide additional support for disadvantaged pupils to improve their emotional and mental health.</p>	<ul style="list-style-type: none"> <li>• Use Early Nurture Group support in Year 1 and ELSA across the school to improve the emotional and mental health of individuals.</li> <li>• Drawing and Talking 1-1 sessions.</li> <li>• Resilience session in Y6 (6 weeks) led by ELSA, with specific targeting of disadvantaged pupils.</li> <li>• Resilience sessions in Y3 (6 weeks) led by ELSA, with specific targeting of disadvantaged pupils.</li> <li>• Target support at pupil's individual needs.</li> <li>• Ensure the implementation of the new PSHE scheme 'Jigsaw' targets and monitors disadvantaged pupils during sessions.</li> </ul>
Projected spending	£20,342

### Wider strategies for current academic year (2020-21)

	Activity
<p><b>Priority 4</b> Raise the profile of disadvantaged pupils and encourage wider enrichment opportunities.</p>	<ul style="list-style-type: none"> <li>• Raise profile of disadvantaged pupils through specific discussions during pupil progress meetings, and encouraging teachers to be constantly aware of the pupils in their own class. Teachers to mark disadvantaged pupil's books first and give verbal feedback in class relating to next steps.</li> <li>• Disadvantaged pupils are encouraged to contribute to the wider school, such as taking on roles of responsibility. Enrichment activities are subsidised and provision of PP pupils to play a musical instrument are developed whenever possible.</li> <li>• Attendance of disadvantaged pupils monitored and actions put in place to increase attendance if required.</li> <li>• Forces premium to be used for breakfast club funding as requested by parent.</li> <li>• Increase parental engagement through phone calls zoom calls.</li> <li>• Provision of school clubs with a focus on disadvantaged pupils (when able to due to Coronavirus restrictions). Give disadvantaged pupils priority to attend clubs and use personal invitations to attend.</li> </ul>
Projected spending	£2000

### Monitoring and Review

	Monitoring	Review dates
<p><b>Priority 1</b> Ensure disadvantaged pupils make good progress in maths.</p>	<ul style="list-style-type: none"> <li>• Pupil progress meetings at the beginning of each term to assess the maths progress of disadvantaged pupils.</li> <li>• Tracking progress and attainment across the year for all disadvantaged pupils within one document.</li> </ul>	<p>Jan 2021</p> <p>April 2021</p> <p>July 2021</p>

	<ul style="list-style-type: none"> <li>Monitoring of all disadvantaged pupils in Maths lessons during Term 2</li> <li>Pupil voice during Term 3</li> </ul>	
<p><b>Priority 2</b> Ensure disadvantaged pupils make good progress in phonics, reading and writing.</p>	<ul style="list-style-type: none"> <li>Pupil progress meetings at the beginning of each term to assess the phonics, reading and writing progress of disadvantaged pupils.</li> <li>Tracking progress and attainment across the year for all disadvantaged pupils within one document.</li> <li>Monitoring phonics and the targeting of disadvantaged pupils.</li> <li>Pupil voice during Term 3</li> <li>Book looks of disadvantaged pupils</li> </ul>	<p>Jan 2021</p> <p>April 2021</p> <p>July 2021</p>
<p><b>Priority 3</b> Provide additional support for disadvantaged pupils to improve their emotional and mental health</p>	<ul style="list-style-type: none"> <li>Feedback from ELSA sessions</li> <li>Before and after questionnaires for disadvantaged pupils to measure impact of sessions.</li> <li>Class teacher feedback about the emotional and mental health of disadvantaged pupils.</li> <li>Pupil voice during Term 3</li> </ul>	<p>Feb 2021</p> <p>July 2021</p>
<p><b>Priority 4</b> Raise the profile of disadvantaged pupils and encourage wider enrichment opportunities</p>	<ul style="list-style-type: none"> <li>Feedback from class teachers in pupil progress meetings about the impact of prioritising disadvantaged pupils.</li> <li>Analyse the attendance of disadvantaged pupils and the impact of any actions resulting from low attendance records.</li> <li>Analyse how many disadvantaged pupils are attending clubs or playing a musical instrument.</li> </ul>	<p>Jan 2021</p> <p>April 2021</p> <p>Half termly analysis of attendance</p>