

## Pupil Premium Strategy 2019/2020 – Rugby Free Primary School

Summary Information 2019/2020					
Academic Year	2019/2020	Estimated Total PP budget	£45,000 (Actual money received based on 16 children – January 2019 census £31,000)	Estimated Total PP Spend	£49,570
Total number of pupils	299	Estimated Total number of PP pupils	34 (11%)	PP strategy review	July 2020

Additional Information							
Number of PP pupils with SEND	3	Number of PP Pupils who have EAL	2	Number of PP pupils who are More Able	5	Number of Pupils who are Looked After	4

### Barriers to achievement for PP pupils (Attainment and Progress)

In school barriers <i>(Issues to be addressed in school)</i>	
<b>A</b>	Low levels of listening and attention skills (Rec x2, Y1 x2, Y2 x1, Y3 x3, Y4 x1)
<b>B</b>	High levels of emotional need linked to home circumstances and low self-esteem (Rec x4, Y1 x4, Y2 x3, Y3 x3, Y4 x2) Social / friendship issues at school (Y3 x2, Y4 x2)
<b>C</b>	<u>Literacy and Maths Skills:</u> C1. Lack of progress in phonic development hindering access to other curriculum areas (Y1 x1, Y3 x1, Y4 x1) C2. Spelling is a weakness for three children in Y2 and 2 children in Y4. C3. Reading speed is a barrier to attainment for three children in Y2 and two children in Y4. C4. Concept of number is an issue for one child in Y2.
<b>D</b>	PP Pupils throughout the school require support managing feelings and behaviour (R x1, Y1 x1, Y3 x1, Y4 x2) In Y4, one child needs support to manage significant behavioural needs as outlined in EHCP.
<b>E</b>	High attaining pupils need to be extended/supported, particularly in writing (Rec x1, Y3 x1, Y4 x3). All need opportunities to write at length/be inspired and have access to small group support to achieve this target.
<b>F</b>	Difficulties with fine motor skill development (R x1, Y1 x2, Y4 x1)
<b>G</b>	Speaking in correct tenses is an issue for two Y4 children.
<b>H</b>	Understanding language is an issue for one child in Reception.

<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
<b>I</b>	PP children less likely to take up After School Club enrichment sessions and music lessons than non PP pupils.
<b>J</b>	Financial barriers - Lack of resources at home, inability to fund school uniform and pay for educational visits for FSM and Ever 6 children. Not as much as a barrier for some LAC, however, parents appreciate the support and some take this financial support up.
<b>K</b>	Slightly lower attendance rates for PP pupils than PP pupils and significant issue with lateness.
<b>L</b>	Lower self-esteem/confidence/parenting skills/time among Parents of PP pupils. PP pupils are less likely to read at home and complete homework on time.

<b>Outcomes</b>		
	<b>Desired Outcomes</b>	<b>Success Criteria</b>
<b>A</b>	Improved Listening and Attention progress/outcomes for Reception PP children. Listening and attention to improve during lessons so PP children understand requirements, are on task and work is completed.	For Reception pupils to achieve higher rates of progress than non PP pupils in LAA. Higher levels of Speaking and Listening activities within lessons/interventions. Praise for attentive listening and focus within lessons. Teachers to report that listening and attention is improving. Book scrutiny to show that work is being completed by PP children.
<b>B</b>	PP children feel happier at school and more able to focus on learning.	Counselling sessions for some PP children. Attachment training used to good effect to support those children with emotional needs. Work 1-1 or in groups with newly appointed family support worker.
<b>C</b>	<i>C3&amp;4.</i> Higher rates of progress amongst PP children in Y1 – Y4 and in Reception in Reading, Writing and Maths. <i>C3.</i> PP pupils to become more fluent in reading and decoding words. <i>C1&amp;2.</i> PP pupils to become more confident spelling and using phonics to blend and segment. <i>C4.</i> PP pupil to develop strong understanding of 2 digit number, order and place value.	Pupils eligible for PP make better progress in reading, writing and maths by the end of the year compared to children who are not PP, except those with significant SEND. 85% of Y2 PP pupils to achieve the expected Words Per Minute by the end of Y2. Y1 PP child to pass phonic screening check. Improvement in spelling scores using assessments from 'No Nonsense Spelling'.

<b>D</b>	PP pupils to become better at managing feelings and behaviour.	PP pupils in Reception achieve the Early Learning Goal for 'managing Feelings and Behaviour'. PP pupils in Year 1 and Year 2 to be able to recognise their emotions and begin to self-regulate. PP pupils who have difficulties managing feelings and behaviour to be in at least one intervention/have structured time with the Family Support Worker at least once a half term.
<b>E</b>	For high achieving PP pupils to be extended in writing particularly.	For Pupil Premium More able writers to achieve 'Exceeding' at the end of the Year. All children who were 'Exceeding' in the previous academic year to achieve securely plus opportunities given to enable those working securely at expected to work towards exceeding the following year.
<b>F</b>	Improved fine motor skills. Visible improvement in handwriting and presentation of work for KS1 and KS2 children.	In Reception, PP child to be working at an expected level in the 'Physical Development' (Moving and Handling) strand. For children in Y2 and Y4, book scrutiny to show and improvement in handwriting and presentation over the course of the year.
<b>G</b>	Children to write using correct tenses.	Verbal interventions to report clear progress in the use of tenses in spoken English. Written work to reflect this improvement in understanding.
<b>H</b>	For Reception child, understanding is improved over the year.	5 points progress (or above) in the 'Understanding' strand of the Early Years curriculum.
<b>I</b>	For more PP pupils to take up the option of enrichment provision after school and breakfast club For more PP pupils to access peripatetic music lessons.	100% of PP children to take up at least one After School enrichment club to enhance their wider educational opportunities. 50% of eligible PP children to take up music lessons.
<b>J</b>	For all PP pupils to have some additional educational resources at home, appropriate school uniform and the same opportunities to take part in Educational Visits.	PP children come to school appropriately dressed in school uniform, use resources provided and take part in Educational Visits 100% of the time.
<b>K</b>	For PP pupils to attend school at the same or higher rate than non PP pupils	PP pupils to attend school at the same or higher rate than non PP children (target 97%).
<b>L</b>	For parents of PP pupils to feel confident and comfortable in using school to improve parenting skills. For pupils to access the same or more reading/homework opportunities than non PP pupils.	For 100% of PP parents to attend at least 1 Inspire Workshop each year and all parent's evenings. 80% of PP parents to access the Family Support Worker or other school staff for advice or support during the year. Parents to be supported in reading at home and homework tasks and more time given in school for this to happen if not at home e.g. lunchtime homework club.

## Planned expenditure

*(We currently only receive funding of £21,120 due to the funding formula being based on the previous year's census and therefore not recognising pupil premium pupils in our Reception cohort or those new to our school in Years 1 to 4. However, we are committed to supporting these children and therefore will match the shortfall in funding.)*

**Academic year**

**2019/20**

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

### **i. Quality of teaching for all**

<b>Desired outcome</b>	<b>Chosen action / approach</b>	<b>What is the rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>Cost and Review</b>
A. Improved listening and attention skills across year groups.	<p>Praise for attentive listening and focus within lessons.</p> <p>Engaging and stimulating lessons that utilise manipulative and visual resources and opportunities for social learning. Power of Reading. White Rose Maths and Cornerstones in use throughout the school.</p>	<p>Listening and attention skills are the basis of all learning. A key strategy in improving listening and attention is to make learning experiences engaging and fun. Providing varied experiences during lessons improves focus (paraphrased from the 'Speech and Language Therapy Network').</p>	<p>Book scrutinies will show that PP children are on task during lessons and completing work.</p> <p>Lesson observations, learning walks and feedback. Close monitoring of curriculum and learning opportunities.</p>	RB, KS, EH, NS	-

<p>C 1-4. Higher rates of progress among PP children in Y1 – Y4 and in Reception in Reading, Writing and Maths. PP pupils to become more fluent in reading and decoding words. PP pupils to become more confident when spelling and using phonics to blend and segment.</p>	<p>Pupil Progress meetings at least termly.</p> <p>CPD – lesson study teams to focus on the learning and progress of vulnerable pupils.</p> <p>High quality RWI lessons taught daily in KS1 and for those children in KS2 who need them.</p> <p>Effective reading, spelling and maths interventions.</p> <p>Power of Reading sequences of learning used throughout the school.</p>	<p>Pupil progress meetings to happen termly so that pupils can be identified as not making the required progress and interventions put in place.</p> <p>Lesson Study involves teachers working in small groups to plan lessons that address a shared learning goal for pupils. They then deliver these lessons while their peers observe, and refine the lesson plans based on feedback and review. The focus of peer observations is on the learning of particular pupils rather than the teacher.</p> <p>Systematic, high quality phonics taught daily is essential for pupils to learn to read.</p> <p>Interventions target children’s individual learning needs. They need to be monitored for their effectiveness and adapted based on assessments.</p> <p>The Power of Reading training programme has supported thousands of schools in raising engagement and attainment in reading and writing for all children.</p>	<p>Pupil Progress meetings and staff meetings focusing on PP attainment and other vulnerable groups.</p> <p>Closely monitored analysis of PP data to ensure they are making expected or better progress.</p> <p>Closely monitor the effectiveness of interventions.</p> <p>Half termly RWI phonic assessments.</p> <p>Half termly spelling assessments using ‘No Nonsense Spelling’.</p> <p>Lesson observations Learning walks Work scrutiny Planning scrutiny</p>	<p>Phase Leaders</p> <p>SENDCO</p> <p>English / Phonics Lead</p> <p>Maths Lead</p> <p>SMT</p>	<p>At CP2, CP4 and CP6</p> <p><b>£800</b> on x 5 teachers attending new to Year 2, Reception and new to LKS2 courses.</p> <p><b>£2400</b> Power of Reading Training</p> <p>Intervention cost - Average Teacher wage for x 5 afternoons = £50% of wage = <b>£16,300</b></p> <p>Interventions involving PP approximately 30% TA wage (cost accounted for below)</p>
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<p>D. For PP pupils to become better at managing feelings and behaviour</p>	<p>CPD in 123 Magic – behaviour system for the whole school and theory behind it for all staff.</p> <p>CPD Team Teach – positive handling strategies for all staff (January 2020).</p> <p>House point system and certificates for positive behaviour management.</p> <p>Circle time/PSHCE taught weekly</p> <p>Learning mentor / Family Support worker time available for all children via referrals from Teachers/SLT</p> <p>Attachment Awareness CPD</p>	<p>There is a continued need for a systematic behaviour system used consistently by all staff.</p> <p>Staff felt they needed a positive handling strategy to keep all children as safe as possible as occasional physical intervention was needed.</p> <p>Individual support is required for some pupils to manage feelings and emotions.</p>	<p>123 Magic to be observed being used in lesson observations and learning walks.</p> <p>Positive handling logs/behavioural records on Scholar Pack</p> <p>Monitoring of Learning Mentor / Family Support Worker role and intervention documentation</p>	<p>RB, KS, NS &amp; EH</p>	<p><b>£6800</b> for a Learning Mentor (40% of a Teaching Assistants wage)</p> <p>Attachment Awareness Training costed below.</p>
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<p>D For PP pupils to become better at managing feelings and behaviour</p>	<p>CPD on meta cognition, self-regulation and growth mindset. Teaching staff – December 2020 TAs - January 2020</p> <p>This will be a focus for assemblies and class reflection times in the Spring term 2020.</p>	<p><i>“Meta-cognition and self-regulation approaches (sometimes known as ‘learning to learn’ approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one’s own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.”</i></p> <p>Sutton Trust – Highest Impact for the lowest cost. + 8 months</p>	<p>Feedback from staff Assessment results Observations/Learning Walks</p>	<p>Senior Leadership team</p>	<p>CPD <b>£500</b></p>
<b>Total budgeted cost</b>					<b>£26,800</b>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and Review
<p>A. Improved listening and attention skills across year groups.</p> <p>C PP children in Y1 – Y4 to make faster progress in Reading, Writing and Maths. PP pupils to become more fluent in reading and decoding words. PP pupils to become more confident using phonics to blend and segment.</p> <p>E for high achieving pupils to be extended in writing.</p> <p>F. Improved fine motor skills</p> <p>G. PP children to write using correct tenses</p> <p>H. One PP child improved understanding</p>	<p>Interventions for PP pupil’s specific needs e.g. behavioural, academic – English and Maths by Teaching Assistants, DHT, Family Support Worker and Teachers</p> <p>Interventions will be either be 1:1 or in small groups of no more than 4.</p> <p>Use of ‘Lego Therapy’ with groups in Reception and Year 1.</p> <p>Use of Wellcomm screening in Reception.</p>	<p>Currently PP children are not making as much progress as we would like across Rea, Wri and Maths. Our PP children are all very different and some have SEND. They need individual teaching.</p> <p>Suton Trust <i>“Evidence indicates that one to one tuition can be effective, on average accelerating learning by approximately five additional months’ progress. Short, regular sessions (about 30 minutes, 3-5 times a week) over a set period of time (6-12 weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial.”</i></p> <p>The National Autistic society observed that ‘Lego Therapy’ sessions demonstrated a: <i>‘significant development of listening skills, turn taking, joint attention, resilience, patience, perseverance and problem solving.’</i></p> <p>WellComm Early Years enables you to quickly and easily identify children needing speech and language support, which can make a crucial difference to their confidence and attainment.</p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Create a provision map showing exactly what interventions are taking place and who’s involved.</p> <p>Monitor interventions closely and make sure that all interventions are effective.</p> <p>Monitoring of ‘Lego Therapy’ intervention sessions.</p> <p>Case studies to show effect of interventions.</p>	<p>Deputy Head</p> <p>Phase Leader</p> <p>English and Maths leads</p> <p>Learning Mentor / Family Support Worker</p>	<p>End of every half term</p> <p>Intervention support 8 afternoons of TA time <b>£12,285</b></p>



<p>B. PP children to feel happier at school and more able to focus on learning.</p>	<p>School Councillor to support some children in individual sessions.</p> <p>Attachment Awareness Training CPD disseminated to all staff.</p> <p>Newly appointed Family Support Worker / other school staff member to work individually with children to tackle particular issues and situations.</p>	<p><i>'As children, we lay down <b>templates</b> (an internal working model) for how the world works. This includes how we feel about ourselves, how we feel about other people, how we feel about the world. If we've had attachment to adults who've attuned to our needs, empathised with our feelings and emotional states, and who've been reliable, consistent, and been able to readily repair our relationship with us when things go wrong, our template will be secure and positive. If a child grows up experiencing relational traumas and losses, or parental addiction, domestic violence, different kinds of abuse, neglect ... she or he may develop insecure patterns of attachment, and grow up feeling negatively about themselves, about other people, and about the world. Their behaviour may communicate their pressing need to survive in what they experience as a hostile world, even when immediate threat is no longer present. It is these children whom we want to help by working in an attachment aware way.'</i> (The Attachment Lead Network).</p>	<p>Feedback from counselling sessions from pupils, parents, teachers, and councillor.</p> <p>Staff questionnaires to monitor the impact of Attachment Awareness training.</p>	<p>RB, KS</p>	<p>School Councillor = <b>£3600</b> (2019-2020 – more for future years).</p> <p>Attachment Awareness CPD - <b>£400</b> (Education Psychology Service (EPS))</p> <p>Family Support Worker / Learning Mentor (cost already accounted for)</p>
<p><b>Total budgeted cost</b></p>					<p><b>£16,285</b></p>

### iii. Other approaches

Desired outcome	Chosen action/approach	What is the rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Cost and Review
I. For more PP pupils to take up the option of music lessons and enrichment provision after school.	School to fund and encourage after school enrichment provision for all PP children. School to fund peripatetic music lessons for eligible PP children.	Gives PP children additional opportunities which they may not otherwise receive e.g. learning a sport, musical instrument or a language	By analysing attendance data to which children have attended.  Sending a questionnaire home to parents asking about enrichment provision and benefits.	RB, KS Finance and Admin Manager	<b>After school provision = £3600</b> approximately (based on 13 children attending 3 sessions per week)  Based on 3 children from Y3/4 attending music sessions each week for one year = <b>£555</b>
J. For all PP pupils to have some educational resources at home, appropriate school uniform and opportunities to take part in Educational Visits	School uniform and Educational Visits to be paid for by school for all PP children.  Resources bought for PP children on need basis e.g. phonics flash cards, story books, maths games	Some PP parents would have struggled to uniform their children with RFPS uniform and therefore to ensure they are wearing the correct uniform and self-esteem is not affected, school has paid for it.  Several PP children do not have many resources to help/aid their learning at home. Resources bought are specific to their need.	Make sure all PP parents know that this offer is available.  Ask parents/pupils how they are using the resources at home.	RB, KS  Admin and Finance Manager	Uniform <b>£1000</b>  Trips <b>£1330</b> Throughout the year

K. For PP pupils to attend school at the same or higher rate than non PP pupils.	Attendance to be monitored carefully, including looking at individual PP pupils.	Attendance has significant impact on ability to achieve well in school.	Attendance reviews at least 3 times a year.  Letters/discussions with parents of pupils are persistently absent/late	Learning Mentor  Finance and Admin  RB, KS	Learning Mentor / Family Support Worker cost (already included)
L. For parents of PP pupils to feel confident and comfortable in using school to improve parenting skills.	Encouragement of parents to attend workshops, events, parents evening etc.  Learning mentor to identify parents who require additional support and offer support/services.	Supporting Parents emotional health has a direct impact on their child's mental health.  Supporting parents to support their children academically.	Learning Mentor to record conversations/effectiveness of intervention with parents/impact.  SLT to look at numbers of PP parents attending events and alter events according to their needs particularly e.g. a change of time	SLT  Learning Mentor	Learning Mentor / Family Support Worker (cost already included)
<b>Total budgeted cost</b>					<b>£6485</b>