

Pupil premium strategy statement (primary)

1. Summary information					
School	Rushton CE (VC) Primary School				
Academic Year	2018/19	Total PP budget	£11,460	Date of most recent PP Review	May 2018
Total number of pupils	38	Number of pupils eligible for PP	6	Date for next internal review of this strategy	July 2018

2. Current attainment		
	<i>Pupils eligible for PP (our school)</i> 6	<i>Pupils not eligible for PP (our school)</i> 32
% achieving ARE or above in reading, writing and maths	50%	68%
% making at least expected progress in reading	83%	96%
% making at least expected progress in writing	50%	71%
% making at least expected progress in maths	50%	84%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Poor concentration and engagement to learn.
B.	Emotional difficulties, anger management and anxiety related issues. Attachment problems from children adopted from care pupils.
C.	Lack of gross motor skills development linked to poor writing skills.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
A.	Attendance rates of some PP pupils.
B.	On entry attainment – below national expectations, admitted mid-year from other schools.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improved anger management strategies for some PP pupils.	Children will be able to manage their anxieties better, staff will be able to support.
B.	Maths – close attainment gap between pupil premium and non-pupil premium children.	% increase in gap for children achieving at least expected attainment progress in Maths.
C.	Writing – close attainment gap between pupil premium and non-pupil premium children.	% increase of children achieving at least expected attainment progress in writing.

D.	More able PP pupils will achieve greater depth in their end of year assessments.	Increase in % of PP pupils achieving greater depth.
E.	Improved attendance and lateness rates for some PP pupils.	PP pupils' attendance improves to align with school target of 96%

5. Planned expenditure					
Academic year	2018-19				
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?
Children's progress and attainment will have improved as a result of improved CPD for all staff.	All staff including TAs will receive CPD to improve their practise and skills for teaching English and Maths.	Increased CPD for staff will improve outcomes for pupils.	Training will be given and lessons will be observed.	SC	Termly through book scrutinies, moderation and pupil voice.
Staff have a better understanding of attachment disorders in adopted children.	All staff will receive CDP in Understanding Attachment.	Staff awareness will enable support to be given to children whilst at school.	Work with Staffordshire Adoption team.	SC	Dec 2018, July 2019
Total budgeted cost					£3,000
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?
Improved speaking, listening and attention skills.	TAs to receive training to deliver intervention for children who need support.	Improved speaking, listening and attention skills will help to close the attainment gap.	Time will be given for 1:1 support and small group support to work on the materials from the training.	LB/KC	Effectiveness of interventions monitored termly. Cost £200
Identify dyslexia early	Purchase CTTOP resource to carry out dyslexia assessments.	Early identification will help teachers to adapt their teaching styles and differentiate activities suitably.	Review written reports and monitor the implementation of recommendations.	SS/IR	July 2018, Dec 2018, March 2019 £400
Close the gap between attainment of PP pupils and non PP pupils in maths	Use ICT to help enforce and consolidate basic maths skills. Purchase 123Maths and Education City for school and home.	Playing maths games online can help pupils to practise number skills, times table, division facts etc.	Monitor the usage of the interventions. Track how often pupils are accessing it and monitor their progress.	LM	July 2018, Dec 2018, March 2019 £400

Improved writing skills	Speed up intervention	Proven record of success to improve handwriting and speed of writing. Aimed at boys working below age related expectation (ARE).	Time will be given for 1:1 support to work on this.	IR/SS	July 2018 £300
Improved reasoning and deeper thinking in maths.	TA support during lessons to support more able PP pupils.	White Rose Maths mastery techniques develop pupils reasoning skills.	Observation, lesson planning scrutiny. Analyse PP progress.	CM/KC/DW	July 2018, Dec 2018, March 2019 £5000
Total budgeted cost					£6,260
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?
Increased attendance	Monitor % attendance and if it is deteriorating contact parents, LST or EWW	There have been improvements in attendance rates of several pupils using this approach.	Monitor attendance regularly to ensure desired improvements occur	SC	July 2018, Dec 2018, March 2019
PP pupils have opportunities to explore the outdoor and take greater risks in controlled situations.	Participation in Forest School.	PP pupils enjoy attending school and can experience range of activities outdoors. Enjoyment at school can will lead to improved attendance of some PP pupils.	Monitor Forest School participation and observe activities. Use pupil voice.	LB/SC	July 2018, Dec 2018, March 2019
Increase self esteem through sport	Participation in swimming lessons and competitive sport.	Children benefit from other experiences that motivate them to learn.	Provide swimming lessons during school time and buy in qualified swimming coach.	SC	July 2018, Dec 2018, March 2019
Total budgeted cost					£2200

6. Review of expenditure £2640				
Previous Academic Year		2016-2017		
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
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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
PP pupils receive extra support on a daily basis.	Increase staffing ratios in Early years class a and in KS2 class.	EYPP were supported daily by L3 Teaching Assistant.	Increasing the staffing in Early Years had a positive impact on the EYPP pupils. Continue to keep high staff to pupil ratios into 2018-19.	£2,540
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
PP have access to quality online learning games.	Provide Home Access for Education City	The online learning resource provided pupils phonic and maths support	Continue in 2018-19	£100