

# Pupil premium strategy statement (primary)

1. Summary information					
School	Rushton CE Primary School				
Academic Year	2020/21	Total PP budget	£11,412	Date of most recent PP Review	Sept 2020
Total number of pupils	35	Number of pupils eligible for PP	5	Date for next internal review of this strategy	July 2021

2. Current attainment		
No current data exists as a result of COVID lockdown. However, data will be added when first assessment point is reached.		
	<i>Pupils eligible for PP (5) 14%</i>	<i>Pupils not eligible for PP (30) 86%</i>
% achieving ARE or above in reading,	Data will be available at the end of Aut 2020	Data will be available at the end of Aut 2020
% achieving ARE or above in writing	Data will be available at the end of Aut 2020	Data will be available at the end of Aut 2020
% achieving ARE or above in Maths	Data will be available at the end of Aut 2020	Data will be available at the end of Aut 2020
% making at least expected progress in reading	Data will be available at the end of Aut 2020	Data will be available at the end of Aut 2020
% making at least expected progress in writing	Data will be available at the end of Aut 2020	Data will be available at the end of Aut 2020
% making at least expected progress in maths	Data will be available at the end of Aut 2020	Data will be available at the end of Aut 2020

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )		
A.	Delayed emotional regulating development	
B.	Communication and language development – poor speech and communication skills	
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )		
C.	Pupils not having the technology available (at home) If remote learning is required.	
D.		
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Close <b>attainment</b> gap between pupil premium children and non-pupil premium children in Reading, Writing and Maths.	% gap for children achieving ARE or above in reading, writing and maths is reduced

<b>B.</b>	Reading – continue to close <b>progress</b> gap between pupil premium and non-pupil premium children.	% children achieving at least expected progress in reading is maintained so PP progress continues to be in line with non PP children.
<b>C.</b>	Writing – close <b>progress</b> gap between pupil premium and non-pupil premium children.	% increase of children achieving at least expected attainment progress in writing.
<b>D.</b>	Maths - close <b>progress</b> gap between pupil premium and non-pupil premium children	% increase of children achieving at least expected attainment progress in maths.
<b>E.</b>	Provide quality remote learning activities for PP pupils.	PP children can access quality tasks at home if forced to work from home.
<b>F.</b>	Speech and Language Development – maintain speech and communication skills of EYFS PP children.	EYFS progress data for S+L strand shows accelerated progress for EYFS children, above expected progress.

5. Planned expenditure					
Academic year	2020-21				
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?
<b>Total budgeted cost</b>					£
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?
Reading – continue to close <i>progress</i> gap between pupil premium and non-pupil premium children.	<p>Small group, daily phonics lesson</p> <p>Purchase Bug Club to gain access to many more reading books that can be tailored to a child's level of phonic knowledge.</p>	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read.	<p>Children will be organised into phonic groups based on their individual level.</p> <p>1:1 reading will take place for struggling readers.</p> <p>Staff and parents review how to practise reading skills with pupils to gain the most impact from the session.</p>	LB	Jan 2021 July 2021

Writing – close progress gap between pupil premium and non-pupil premium children	Structured interventions  Small group tuition  Teaching Assistants	Overall, evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Tuition in groups of two has a slightly higher impact than in groups of three, but a slightly lower impact than one to one tuition. Some studies suggest that greater feedback from the teacher, more sustained engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Evidence suggests that TAs can have a positive impact on academic progress achievement. When TAs support individual pupils or small groups, which on average show moderate positive benefits.	Due to below class sizes, teacher can deliver lessons in small groups.  TAs will support pupils during writing lessons.	LB	Jan 2021 July 2021
Maths - close progress gap between pupil premium and non-pupil premium children	Mastery learning	Mastery learning appears to be a promising strategy for narrowing the attainment gap. Low-attaining pupils may gain one or two more months of additional progress from this strategy than high-attaining students. Teachers need to plan carefully for how to manage the time of pupils who make progress more quickly.	Key number facts intervention work  Revisit Ready to progress (DFE) document when teaching maths  Look for examples of mastery work in pupils work.	LM	Jan 2021 July 2021
<b>Total budgeted cost</b>					£10,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Improve social and	Individual Social,	Interventions which target social and	Identify Specific children with	LM	July 2021

emotional outcomes for targeted children by ensuring all children with SE needs are able to manage social and emotional difficulties well.	Emotional Learning Interventions - Sensory therapeutic programme.	emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.	attached pupil premium funding who need 1:1 SEL support for a range of needs. Implement individual sessions (or group if needed) focused on Nurture, or counselling sessions as needed.		
Provide activities for remote learning	Set learning tasks via Seesaw/Online portals	<p>It is certainly the case that schools whose pupils do tasks set to complete tend to be more successful.</p> <p>There is some evidence that when home learning tasks are used as a short and focused intervention it can be effective in improving students' attainment. Overall the general benefits are likely to be modest if remote learning tasks are more routinely set.</p> <p>The quality of the task set appears to be more important than the quantity of work required from the pupil.</p>	Provide all pupils with Home Access for online learning portals	SC LM/AH/LB LG	July 2021
<b>Total budgeted cost</b>					£1412

N.B Evidence and rational for 2020-21 choices of Pupil Premium Actions are taken from the Education Endowment Foundation – Teaching and Learning Toolkit

6. Review of expenditure				
Previous Academic Year		2019/20		
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
Close attainment gap between pupil premium children and non-pupil premium children in Reading, Writing and Maths.	Teaching Assistant support	<i>NB – As a result of the COVID pandemic, we have no data for 2020. This strategy will carry forward to 2020/21.</i>		
Reading – continue to close progress gap between pupil premium and non-pupil premium children.	Phonics intervention	<i>NB – As a result of the COVID pandemic, we have no data for 2020. This strategy will carry forward to 2020/21.</i>		
Writing – close progress gap between pupil premium and non-pupil premium children.	Small group tuition	<i>NB – As a result of the COVID pandemic, we have no data for 2020. This strategy will carry forward to 2020/21.</i>		
Maths - close progress gap between pupil premium and non-pupil premium children	Mastery	<i>NB – As a result of the COVID pandemic, we have no data for 2020. This strategy will carry forward to 2020/21.</i>		

<b>ii. Targeted support</b>				
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>Estimated impact:</b> Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
Improve social and emotional outcomes for targeted children by ensuring all children with SEN needs are able to manage social and emotional difficulties well.	Individual Social, Emotional Learning Interventions - Sensory therapeutic programme.	Before Lockdown in March 2020, all PP pupils had at least 96% (good) attendance.	Sensory therapeutic programmes support children who are struggling to self-regulate their emotions. Continue with updated programmes in 2020-21	£400
Improve quality of homework set	Set specific activities targeted for individuals.	Yes, PP pupils had access to good online learning games to support learning at home as well as in school.	In light of the current disruption to school attendance, due to children and families self-isolating, online learning games and activities are highly motivational for pupils.	£500