



Pupil Premium Action Plan 2020-21

Summary Information					
School	Rudgwick Primary School			Academic Year	2020/21
Total PPG budget 20/21	£40,930	Total PPG Spendature		Date of most recent PPG review	Autumn 2020
Total Number of Pupils	203	Number of pupils eligible for PPG	19 (2 are pupil premium plus)	Date of internal review of this strategy	Summer 2021
<p>At our school we value each and every member of the community, and with the care and expertise of the staff, we work to ensure that every child achieves their very best through the philosophy of growth mind set.</p> <p>At Rudgwick we provide a nurturing environment in which children are valued as individuals. Our core values of inspire, believe, achieve are at the heart of everything we do. We aim to provide our children with the best possible education and to develop the whole child by preparing and equipping them for the ever changing world in which we live.</p> <p>We aim to use the pupil premium funding to diminish the difference for all of our children by Investing in high quality first teaching by teachers and teaching assistants. Providing targeted academic interventions within the classroom. Using data alongside our knowledge of the children (as individuals) to ensure we have the highest expectations for their progress.</p>					

Pupil Outcomes (2019-20) Data not available due to COVID19

Attendance Data 2019-20 (Data has been skewed by COVID19)	Pupil Premium	All Pupils
	90.28%	92.54%
Barriers to future attainment (for pupils eligible for PPG, including high attainers)		
<i>In-school barriers (issues to be addressed in school, such as poor oral language)</i>		
A	Cognition and Learning Difficulties – Attendance is a priority.	
B	Low confidence and self-esteem.	
C	Gaps in learning – especially after a break in schooling due to COVID19.	



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External barriers (issues that also need action outside school, such as low attendance)	
D	Parenting skills

Desired Outcomes		
	Outcome	Success Criteria
A	For all PPG children to be making good or accelerated progress with their learning and achieving age-related expectations or above.	Assessment and tracking data shows that children eligible for PPG are making good progress with their learning, and their learning is in line with their peers, particularly in writing.
B	For all children to have access to activities outside of school to boost their self-esteem. For all children to develop self-esteem and self-confidence through school support.	Children who are eligible to PPG are accessing clubs. Children, parents/carers and staff are able to notice a positive impact. Self assessment when accessing school support demonstrates a positive impact
C	Parents/carers have the knowledge and skills needed to develop secure relationships and are confident in using positive parenting strategies.	Parent and carers report an increased confidence in parenting skills and are noticing less behaviour conflict at home.

<p>Planned Expenditure Salaries £51598 Uniform & Equipment £250 Pupil premium review £850 Speech and language training (EKLAN early intervention plan) for KM £570 Letterjoin Handwriting scheme £217 Book trust £200 Disadvantaged lead training £200 (catch up funding) Transition support £5</p> <p>Milk provided (free school meals) Clubs for summer term (sports premium)</p>	
Academic Year	2020-2021
<p>The three headings below enable the school to demonstrate how they are using the pupil premium to improve classroom pedagogy, and provide targeted support; and support whole school strategies; whilst also supporting the wider school community.</p>	



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Community and Family Outcomes				
Desired outcome	Action	Success Criteria	Intervention	Monitoring Tool & Review
<p>To ensure pupil premium attendance is in line with National Statistics (taking into account COVID19)</p>	<p>Attendance monitoring by office team, SM & SN. Share attendance booklets with parents. Analyse attendance data on SIMs and create individualised plans for families. GG to liaise with KW & ring parents every morning for nonattendance.</p>	<p>Attendance will be in line with whole school data.</p>	<p>Individualised plans and regular meetings with families. Phone calls home daily by GG.</p>	<p>SIMS data. Feedback from office staff. SM to keep termly records of attendance and progress.</p>
<p>To ensure PP children have access to IT facilities in order to complete homework on google classrooms and complete home learning if self-isolating.</p>	<p>20 DfE laptops will be allocated to children. They will be on loan for a year. Goole classrooms is being launched on 25.09.20 for homework initially. Google classroom will be used as the tool for home learning if a second lockdown happens.</p>	<p>PP children will complete their homework weekly. They will read weekly and send in their reading record via google classroom weekly.</p>	<p>PP homework record shared at parent's eve. SN to ring home any parents whose children are not actively engaging with homework via google classroom to ensure that technology is not the barrier.</p>	<p>Homework records. Central record of vulnerable children if a second lockdown occurs. Increased involvement via Google meets. All children made some effort to engage via IT.</p>



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	<p>Staff will keep a record of homework and reading for PP children.</p> <p>Other technology will be provided via the local community.</p>		<p>If a second lockdown occurs teachers to phone home any children not accessing the learning and results are recorded on a central document. SLT to monitor this document and action if necessary. KW to take on supporting families with internet access.</p>	
Whole School				
Desired outcome	Action	Success Criteria	Intervention	Monitoring Tool



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<p>For all pupils to be making good progress and achieving age related expectations or above.</p>	<p>Ensure that pupils who are in receipt of PPG are not falling behind in maths and literacy subjects.</p>	<p>Assessment and tracking data shows that children eligible for PPG are making good progress with their learning, and their learning is in line with their peers, or above.</p>	<p>Autumn term assessment – Progress maths test & phonics. All children to be book banded.</p> <p>SLT to monitor progress and class teacher to attend pupil progress meetings.</p> <p>Children to receive Bookstart package every month for 6 months.</p> <p>1:1 Read Write Inc tutor daily intervention. SM to work with KM and class teachers to prioritise children.</p> <p>Catch up tutoring (Janice NELI).</p> <p>This process will be repeated if a second lockdown happens.</p>	<p>SLT performance review with class teachers. All staff aware of pupil premium children. Staff & headteacher performance management targets include one for disadvantaged children.</p> <p>Data monitoring and pupil progress meetings with individual teachers.</p> <p>Steps rate of progress – expected or above</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">R</th> <th style="padding: 2px;">W</th> <th style="padding: 2px;">M</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">72%</td> <td style="padding: 2px;">53%</td> <td style="padding: 2px;">53%</td> </tr> </tbody> </table> <p>RWI assessment records. Phonics assessment sheet in year 1 3x yearly.</p> <p>Narrative therapy impact report.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <thead> <tr> <th style="padding: 2px;">less than expected</th> <th style="padding: 2px;">expected</th> <th style="padding: 2px;">accelerated</th> </tr> </thead> <tbody> <tr> <td style="padding: 2px;">43%</td> <td style="padding: 2px;">43%</td> <td style="padding: 2px;">14%</td> </tr> <tr> <td style="padding: 2px;">57%</td> <td style="padding: 2px;">29%</td> <td style="padding: 2px;">14%</td> </tr> </tbody> </table> <p>100% passed the phonics screening in the autumn term in year 2.</p> <p>50% Year 1 passed the phonics screening results.</p> <p>RWI how many stage did they progress during that time</p>	R	W	M	72%	53%	53%	less than expected	expected	accelerated	43%	43%	14%	57%	29%	14%
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			We have purchased the Letterjoin scheme to improve poor handwriting observed after the first lockdown. Letterjoin can be used at home and at school.	SLT and core subject leaders monitoring books. Impact shows that handwriting has improved and the general presentation in books is also better.
For all pupils to be making good progress and achieving age related expectations or above.	Ensure that pupils who are in receipt of PPG are not falling behind in maths and literacy subjects due to speech and language delay.	Assessment and tracking data shows that children eligible for PPG are making good progress with their learning, and their learning is in line with their peers, or above.	KM to train and deliver the EKLAN early language programme to children in reception class.	Use the EKLAN assessment tools to show progress, along with phonic assessment data. NELI – PP child made progress from 2-2.5years to 4-5 years.
Pupil Cohort/individual Needs				
Desired outcome	Action	Success Criteria	Intervention	Monitoring Tool
For all children to have access to resources to boost their self-esteem.	To ensure children have all they need I school and to support if not. E.g. pencil case, wellies, school shoes, book bag. Pencil case packs made up ready.	Children who are eligible to PPG have everything they need.	Offer to buy or provide missing equipment.	Monitoring by staff. All children have been able to participate fully in all activities.



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<p>For all children to develop self-esteem and self-confidence through school support.</p>	<p>ELSA time allocated to support children with low self-esteem and self-confidence. Staff to complete ELSA referral forms.</p> <p>Staff to implement mindfulness and circle time activities in class.</p> <p>Mental health questionnaire to be completed with all children at the beginning</p>	<p>Self-assessment when accessing school support demonstrates a positive impact.</p>	<p>ELSA sessions are prioritised for children eligible for PPG.</p> <p>ELSA provides 'attachment' support, as needed, for pupils eligible for PP+</p> <p>ELSA sessions are prioritised for children eligible for PPG.</p>	<p>ELSA evaluations.</p> <p>SM to meet weekly with ELSA.</p> <p>Parental and class teacher feedback</p> <p>Pupil self-assessment.</p>
	<p>of term along with a six week check in.</p>			