|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. **Summary Information** | | | | | | | | | | | | | | | | |
| **School** | | | | Rudgwick Primary School | | | | | | | **Academic Year** | | | | | 2018 – 19 |
| **Total PPG budget 17/18** | | | | £26,240 | | | **Total PPG Spendature** | | | £23,126 | **Date of most recent PPG review** | | | | | Oct. 2018 |
| **Total Number of Pupils** | | | | (209) | | | **Number of pupils eligible for PPG** | | | (22) | **Date of internal review of this strategy** | | | | | July 2019 |
|  | | | | | | | | | | | | | | | | |
| 1. **Whole school Attainment (KS1 & KS2 2017-18)** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | Pupils Eligible for PPG | | | | Pupils not eligible for PPG | |
| **% achieving in reading, writing and maths** | | | | | | | | | | | **47%** | | | |  | |
| **% achieving in reading** | | | | | | | | | | | **76.5%** | | | | **74.7%** | |
| **% achieving in writing** | | | | | | | | | | | **47.1%** | | | | **67.9%** | |
| **% achieving in maths** | | | | | | | | | | | **64.7%** | | | | **73.5%** | |
|  | | | | | | | | | | | | | | | | |
| 1. **Barriers to future attainment (for pupils eligible for PPG, including high attainers)** | | | | | | | | | | | | | | | | |
| ***In-school barriers (issues to be addressed in school, such as poor oral language)*** | | | | | | | | | | | | | | | | |
| A | | Cognition and Learning - PP children are not achieving as well as non-PP children, particularly in Writing and Maths. | | | | | | | | | | | | | | |
| B | | Low confidence and self-esteem are lowering levels of engagement with some PP children. | | | | | | | | | | | | | | |
| ***External barriers (issues that also need action outside school, such as low attendance)*** | | | | | | | | | | | | | | | | |
| C | | Some PP children’s behaviour is impacted further by parents understanding of positive parenting approaches. | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. **Desired Outcomes** | | | | | | | | | | | | | | | | |
|  | Outcome | | | | | | | | Success Criteria | | | | | | | |
| A | For all PPG children to be making good 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 and are narrowing the gap between PP children and their peers. | | | | | | | |
| 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. | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. **Planned Expenditure** | | | | | | | | | | | | | | | | |
| **Academic Year** | | | | | **2018-19 Total planned expenditure to date: £24,360 + £3,114** | | | | | | | | | | | |
| **The three heading 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.** | | | | | | | | | | | | | | | | |
| 1. **Community and Family Outcomes** | | | | | | | | | | | | | | | | |
| **Desired outcome** | | | **Action** | | | **Success Criteria** | | **Intervention** | | | | | **Monitoring Tool** | **Review** | | |
| Parents/carers have the knowledge and skills needed to develop secure relationships and are confident in using positive parenting strategies. | | | To provide positive parenting classes, during the Autumn and Summer terms, to strengthen existing abilities and develop new competencies. | | | Parent/carers report an increased confidence in parenting skills.  Parent/carers have other tried alternative strategies to manage behaviour at home.  Parent/carers report improved behaviour in the home.  Parent/carers are sharing successes within the course. | | 6 week parenting course lead led by JS, provided every term. | | | | | Feedback from facilitator to HT.  Informal feedback/check-ins with participating parents from within the course and outside.  Decrease in ‘ad-hoc’ parent support provided from within school. | Final review Summer 2019  Cost: £353.10  **Mid review:**  Positive feedback from all stakeholders. Alternative strategies trialled at home as part of the course.  No ‘ad-hoc’ parenting support provided to any families who have taken part in the programme.  Drop-in clinics to be added during the Summer term to help consolidate but also reach other familes | | |
| Increase the engagement of parents with their children’s education and with the school. | | | To build a team of parent helpers to support reading in KS1. | | | Parents are successfully facilitating a weekly RWI guided reading group in KS1  Parents are confident in delivering aspects of the RWI reading programme. | | KS1 RWI guided reading carousel using parental support.  SN to provide training for parent led RWI groups | | | | | Parent/carer feedback to SN during initial training and implementation. Parent/carer feedback on how the process has supported their children’s learning at home. | Final review Summer 2019  No cost  **Mid review:** Parents are successfully involved with guided reading groups in KS1 and have reported appositive impact on the support they can offer at home with phonics and reading.  No PP families took part in this project. | | |
| Monitor attendance of parents at parents’ evening. | | | Parents attending consultation evening. | | Year group spelling lists & exemplar of work expectations are sent home to clarify expectations. | | | | | Register of attendance to consultation evenings. | Autumn term – 89% attendance  Spring term - 80% attendance  No cost | | |
| To provide parent workshops throughout the year covering: Maths; Growth Mindset; and Phonics. | | | Parents are aware of how the school is supporting their child/children in focus areas.  Parents are able to support their children at home. | | Termly parent workshops.  Invitation to parents of PPG children. | | | | | Register of attendance.  Parental feedback. | Cost: No cost  Maths and Phonics workshops provided and positive feedback received. | | |
| **Total budgeted cost** | | | | | | | | | | | | | | **£353.10** | | |
| 1. **Whole School** | | | | | | | | | | | | | | | | |
| **Desired outcome** | | | **Action** | | | **Success Criteria** | | **Intervention** | | | | **Monitoring Tool** | | **Review** | | |
| 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 core subjects.  Improve tracking systems and data collection. | | | 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. | | SLT to monitor progress and feedback to class teacher.  Priority given to PPG children for volunteer readers. | | | | SLT performance review with class teachers.  Data monitoring.  Reading list for volunteers. | | Final review Summer 2019.  Cost:  SENDCo time: £1534.66  **Mid review:**  Termly meeting data reviews with PPG governor.  The progress PP children is good with 90-100% making ‘expected’ or above progress across for the core subjects.  Improved tracking of PP children has shown that the attainment of PP children is improving but is not in line with pupils whom are non-PP | | |
| Raise the quality of maths learning so that the focus is on conceptual understanding, fluency and basic skills. | | | End of year maths attainment is in line with age-related expectations.  Assessment and tracking data showing that children eligible for PPG are achieving Year group ‘non-negotiables’ in maths. | | Staff meetings.  Subscription to online Maths support called Conquer Maths.  Targeted out-of-class maths support from SEN TA.  Year 6 in-class booster support.  Standardised assessment of Maths to track progress.  1stClass@Niumber to be implemented in Year 2 | | | | Data from Target Tracker shows end of year maths attainment is in line with age-related expectations.  Maths progress monitored termly, through Target Tracker and standardised assessment.  Intervention outcomes monitored by VF. Increased staff confidence in teaching maths, and mastery skills embedded in practice. | | Final review Summer 2019  Costs:  Times Table Rockstars £133.00  Maths Lead release time: £175.66  Progress Test in Maths: £930.85  Sumdog: £313.27  Maths Leader course: £180  Maths resources: £449.65  SEN TA in Year 6/1stClass@Number: £4485  **Mid review:**  Subscription for TTR has been bought. Progress accelerated in maths for targeted Y6 pupils, allowing x1 child now at ARE and x1 no longer below ARE (AR), following Y6 booster sessions and SEN TA support.  PTiM scores recorded for Autumn term, data to be compared with Summer term assessment. | | |
| Raise the quality of writing so that the PPG pupils are not falling behind. | | | End of year writing attainment is in line with age-related expectations. | | Monitor consistency and implementation of spelling scheme.  Increase opportunities for independence and choice in writing.  Wave 1 support reviewed and focus given in staff meeting.  Literacy packs used by focus children.  Targeted out of class ‘Rapid Writing’ support from SEN TA. | | | | Data from Target Tracker shows end of year writing attainment is in line with age-related expectations.  Writing progress monitored termly, through Target Tracker and standardised assessment.  Intervention outcomes monitored by VF. Children using Literacy Packs regularly in the classroom. | | Final review Summer 2019  **Mid review:**  Writing remains an area of development for children with PP. There has been an 7 % increase in ARE from the Autumn term to the spring term, now 40%.  Wave 1 focus on learning walk for Spring term to ensure access to supportive resources in the classroom. This approach agreed by staff rather than the literacy packs.  Rapid writing intervention not running. SEN TA time prioritised Y6 and Y1. | | |
| **Total budgeted cost** | | | | | | | | | | | | | | **£6667.43** | | |
| 1. **Pupil Cohort/individual Needs** | | | | | | | | | | | | | | | | |
| **Desired outcome** | | | **Action** | | | **Success Criteria** | | **Intervention** | | | | **Monitoring Tool** | | **Review** | | |
| For all children to have access to activities outside of school to boost their self-esteem. | | | Increase the number of children taking part in competitive sport. | | | Children who are eligible to PPG are accessing clubs, and children, parents/carers and staff are able to notice a positive impact. | | All school trips and events are fully subsidised for children eligible for PPG. | | | | Register of participants in competitive sports events and Young voices.  Monitor number of PPG children who are taking part in after –school clubs. | | Final review Summer 2019  Costs: £960.81    **Mid review:**  Y5 & Y6 residential trip funded for x5 PP children.  PP children selected for non-competitive sports events.  Increased number of PP children attending Singing for fun/young voices. | | |
| Increase the number of children taking part in Young voices. | | |
| Children are able to join the after school clubs and participate in school day trips and residentials. | | |
| For all children to develop self-esteem and self-confidence through school support. | | | Learning Mentor time to support individuals to overcome emotional barriers to learning.  ELSA time allocated to support children with low self-esteem and self-confidence.  Key Adult for children with attachment difficulties | | | Pupil self-assessment when accessing school support demonstrates a positive impact. | | Learning Mentor sessions are prioritised for children eligible for PPG.  Learning Mentor provides ‘attachment’ support, as needed, for pupils eligible for PP+  ELSA sessions are prioritised for children eligible for PPG. | | | | Learning mentor and ELSA evaluations.  VF to meet regularly with Learning Mentor and ELSAs.  Parental and class teacher feedback | | Final review Summer 2019  Costs:  Learning mentor time: £3, 673  ELSA provision: £3,673  Key Adult: £3,731  **Mid review:**  Self-assessments demonstrate raised ability to recognise and regulate emotions. | | |
| PP children supported with uniform to ensure full inclusion | | | Uniform costs are provided by the school and children do not feel different. | | Uniform provided | | | |  | | Final review Summer 2019  Costs: £136.99  **Mid review:**  Uniform provided for x4 PP children. | | |
| **Total budgeted cost** | | | | | | | | | | | | | | **£12, 174.80** | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Review of expenditure** | | | | |
| 1. **Community and Family Outcomes** | | | | |
| **Desired outcome** | **Chosen action/approach** | **Estimated impact: Did you meet the success criteria?** | **Lessons Learned (and whether you will continue with this approach)** | **Cost** |
| Parents/carers have the knowledge and skills needed to develop secure relationships and are confident in using positive parenting strategies. | To provide positive parenting classes, during the Autumn and Summer terms, to strengthen existing abilities and develop new competencies. | Participating parent/carers reported an increased confidence in parenting skills and using alternative strategies to manage behaviour at home. | 6 week course as a stand alone intervention is useful but limiting. Drop-in parenting sessions to be trialled and in addition to the Summer term parenting course. | **£353.10** |
| Increase the engagement of parents with their children’s education and with the school. | To build a team of parent helpers to support reading in KS1. | Parents are successfully and confident in delivering a weekly RWI guided reading group in KS1 and Reception.  Feedback from parents indicates that this has improved the support they are able to give their children at home. | No parents of PP children attended this round of training. The programme will continue into next year to build a larger bank of parents and incorporate the new Reception class.  Persistent non attenders have been identified and additional appointments made which are not always attended. Personalised approach to be developed for hard to reach parents. |  |
| Monitor attendance of parents at parents’ evening. | Most parents of PP children do attend consultation evening. Parents that are not attending are now identified for further individual appointments. |
| To provide parent workshops throughout the year covering: Maths and Phonics. | Parents are aware of how the school is supporting their child/children in focus areas.  Parents are better able to support their children at home. |
| 1. **Whole School** | | | | |
| 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 core subjects. | Assessment is more robust and tracking data has improved and the school is working more closely with the PPG governor.  The data shows that children eligible for PPG are making good progress with their learning. However, their attainment is not in line with their peers. | The progress PP children is good with 90-100% making ‘expected’ or above progress across for the core subjects.  Improved tracking of PP children has shown that the attainment of PP children is improving but is not in line with pupils whom are non-PP. The progress of writing is of particular concern and will continue to be a focus. | **1534.66** |
| Raise the quality of maths learning so that the focus is on conceptual understanding, fluency and basic skills. | End of year maths attainment is in line with age-related expectations.  Assessment and tracking data showing that children eligible for PPG are achieving Year group ‘non-negotiables’ in maths. | Attainment in maths has improved from 39% of PP children achieving ARE in the Autumn term to 50% in the Spring term.  This strategy will continue into the next plan for 2019/2010 to embed practice and continue to narrow the gap. | **£6667.43** |
| Raise the quality of writing so that the PPG pupils are not falling behind. | End of year writing attainment is in line with age-related expectations. | The focus on writing continues to remain the same.  Greater focus and change in strategy for 2019/2020 |  |
| Raise the quality of early reading so that PPG pupils are not falling behind | End of year reading attainment is in line with age-related expectations.  Greater variety of reading material to support reluctant and early readers.  KS1 staff trained on the use of RWI phonics |  | **2541** |
| 1. **Pupil Cohort/individual Needs** | | | | |
| For all children to have access to activities outside of school to boost their self-esteem. | Increase the number of children taking part in competitive sport. | Children who are eligible to PPG are accessing clubs, and this is having an impact on their enjoyment of school, and wider life experience.  Significant number of children who would not have previously benefitted, are now taking part in clubs. | Allocation of funding to meet the unique and individual needs of the child will continue. | **960.81** |
| Increase the number of children taking part in Young voices. |
| Children are able to join the after school clubs and participate in school day trips and residentials. |
| For all children to develop self-esteem and self-confidence through school support. | Learning Mentor time to support individuals to overcome emotional barriers to learning.  ELSA time allocated to support children with low self-esteem and self-confidence | Pupil self-assessment when accessing school support demonstrates a positive impact. | Continued social and emotional support essential and to continue. | **7346** |
| PP children supported with uniform to ensure full inclusion | Uniform costs are provided by the school and children do not feel different. | Allocation of funding to meet the unique and individual needs of the child will continue. | **136.99** |
| **Total expenditure** | | | | **23,270.99** |