



## Pupil Premium Report and Review 2019-20

| Summary Information           |                         |  |                               |   |             |
|-------------------------------|-------------------------|--|-------------------------------|---|-------------|
| <b>School</b>                 | Rudgwick Primary School |  |                               | <b>Academic Year</b>                            | 2019/20     |
| <b>Total PPG budget 19/20</b> | £30429.90               | <b>Total PPG Expenditure</b>             | £35069.71                     | <b>Date of most recent PPG review</b>           | Autumn 2019 |
| <b>Total Number of Pupils</b> | 210                     | <b>Number of pupils eligible for PPG</b> | 18 (3 are pupil premium plus) | <b>Date of internal review of this strategy</b> | Summer 2020 |

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.

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.

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.

### Pupil Outcomes (2018-19)

| EYFS  | Pupils Premium | All pupils   |
|---|----------------|--------------|
| Good level of Development (GLD)                   | <b>50%</b>     | <b>80%</b>   |
| Reading   | <b>0%</b>      | <b>80%</b>   |
| Writing   | <b>0%</b>      | <b>80%</b>   |
| Number  | <b>50%</b>     | <b>90%</b>   |
| Shape   | <b>0%</b>      | <b>83.3%</b> |
| <b>Year 1 Phonics Screening Test</b>              |                |              |
|   | <b>50%</b>     | <b>85%</b>   |
| <b>% reaching expected standard at end of KS1</b> |                |              |
| Reading   | <b>50%</b>     | <b>50%</b>   |
| Writing   | <b>0%</b>      | <b>50%</b>   |
| Maths   | <b>50%</b>     | <b>56.3%</b> |
| <b>% reaching greater depth at end of KS1</b>     |                |              |
| Reading   | <b>0%</b>      | <b>18.8%</b> |
| Writing   | <b>0%</b>      | <b>15.6%</b> |
| Maths   | <b>0%</b>      | <b>18.8%</b> |
| <b>% reaching expected standard at end of KS2</b> |                |              |
| Reading   | <b>100%</b>    | <b>81%</b>   |



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|   |                                     |               |
|---|-------------------------------------|---------------|
| Writing   | 67%                                 | 88%           |
| Maths   | 77%                                 | 67%           |
| <b>% reaching greater depth at end of KS2</b>   |                                     |               |
| Reading   | 33%                                 | 27%           |
| Writing   | 0%                                  | 5%            |
| Maths   | 33%                                 | 31%           |
| Attendance Data 2018-2019   |                                     |               |
|   | <b>95.82%</b>                       | <b>97.18%</b> |
| <b>Barriers to future attainment (for pupils eligible for PPG, including high attainers)</b>          |                                     |               |
| <b><i>In-school barriers (issues to be addressed in school, such as poor oral language)</i></b>       |                                     |               |
| A   | Cognition and Learning Difficulties |               |
| B   | Low confidence and self-esteem      |               |
| C   | Gaps in learning                    |               |
| <b><i>External barriers (issues that also need action outside school, such as low attendance)</i></b> |                                     |               |
| D   | Parenting skills                    |               |

| <b>Desired Outcomes</b> |  |  |
|-------------------------|--|--|
|                         | 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.<br>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.<br>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.   |



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| Planned Expenditure   |  |   |  |  |  |
|---|--|---|--|--|--|
| Academic Year   |  | 2018-19   |  |  |  |
| 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. |  |   |  |  |  |
| Community and Family Outcomes   |  |   |  |  |  |
| Desired outcome   | Action   | Success Criteria  | Intervention   | Monitoring Tool  | Review   |
| To ensure pupil premium attendance is in line with National Statistics  | Attendance monitoring by office team, SM & SN. Share attendance booklets with parents. Analyse attendance data on SIMs and create individualised plans for families. | Attendance will be in line with national data.  | Individualised plans and regular meetings with families. Phone calls home.   | SIMS data. Feedback from office staff. SM to keep termly records of attendance and progress.   | PP attendance for the year was 90.28%. Attendance for the whole school was 92.54%. Attendance data has been skewed by COVID19 and parents choosing to withdraw their children early before the lockdown. |
| Total Expenditure   |  |   |  |  | £8000  |
| 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.  | 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.<br><br>Priority given to PPG children for volunteer readers.<br><br>Children to receive Bookstart package every | SLT performance review with class teachers. All staff aware of pupil premium children.<br><br>Data monitoring and pupil progress meetings with individual teachers.<br><br>Reading list completed by reading volunteers. | The Bookstart packs were well received, particularly during lockdown.<br><br>4 children have had RWI tutoring. 2 came off the programme in   |



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|  |   |   | month for 6 months.<br>1:1 Read Write Inc tutor daily intervention.                                     | RWI assessment sheet. Phonics assessment sheet in year 1 3x yearly.                                     | 3 months. 2 have SEN (SALT) difficulties and remain on the programme as part of their ILP.  |
| Ensure that pupils who are in receipt of PPG are not falling behind in core subjects.<br>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.<br><br>Priority given to PPG children for volunteer readers. | SLT performance review with class teachers.<br><br>Data monitoring.<br><br>Reading list for volunteers. | SLT performance review with class teachers.<br><br>Data monitoring.<br><br>Reading list for volunteers. | Summer 2019/20 data.<br><br>Reading – 43.8% of PP children are on track or higher.<br><br>Writing – 43.8% of PP children are on track or higher.<br><br>Maths – 56.2% of PP PP children are on track or higher.<br>The implementation of the mastery approach continues along with identification & support from the maths tests. |
| Total Expenditure  |   |   |   |   | £15500  |
| <b>Pupil Cohort/individual Needs</b>   |   |   |   |   |   |
| <b>Desired outcome</b>   | <b>Action</b>   | <b>Success Criteria</b>   | <b>Intervention</b>   | <b>Monitoring Tool</b>  | <b>Review</b>   |
| For all children to have access to activities outside of   | Increase the number of children taking part in competitive sport.   | Children who are eligible to PPG are accessing clubs, and children, parents/carers                                  | All school trips and events are fully subsidised for  | Register of participants in competitive sports events and Young voices.                                 | £325.21 was spent to ensure all children were able to   |



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|   |   |  |   |   |   |
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| <p>school to boost their self-esteem.</p>   | <p>Increase the number of children taking part in Young voices.</p>                     | <p>and staff are able to notice a positive impact.</p>                               | <p>children eligible for PPG.</p>   | <p>Monitor number of PPG children who are taking part in after –school clubs.</p>   | <p>attend school trips.</p>   |
| <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</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>PP children were communicated with before years R, 1 &amp; 6 returned in June. 1 child in year 6 needed further support from the school.</p> |
| <p>Total Expenditure</p>  |   |  |   |   | <p>£11830.52</p>  |
| <p>During Lockdown PP families had their free school meals hampers and vouchers delivered by staff if they were unable to collect them from the school. Five families were identified by the school as needing additional support financially and were set up to receive food parcels from the Rudgwick larder. All PP families received regular calls from class teachers and SLT during lockdown.</p> <p>One family had a local resident who did their shopping due to shielding.</p> <p>Learning packs at the beginning of lockdown were delivered to all pp families.</p> <p>2x newsletters, weekly planning and other correspondence was posted or delivered.</p> <p>The children received three letterbox packs.</p> <p>PP children were communicated with before years R, 1 &amp; 6 returned in June. 1 child in year 6 needed further support from the school.</p> <p>Deliveries took place to Billingshurst, Horsham &amp; Pulborough as well as within the village.</p> |   |  |   |   |   |
| <p>Total Expenditure</p>  |   |  |   |   | <p>£364.19</p>  |



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