



RPS - Pupil Premium Strategy for the Academic Year 2019-20



Rationale for Priorities:

- At Rochford Primary and Nursery School we are promoting an ethos of attainment for all pupils rather than stereotyping disadvantaged pupils as a group with less potential to succeed.
- We have an individualised approach to address the barriers to learning and emotional needs at an early stage.
- We are focussing on high quality teaching first.
- We are focussing on outcomes for individual pupils.
- We make decisions based on on-going data and respond to evidence.
- We have clear responsive leadership: setting ever higher aspirations and developing responsibility for raising attainment to all staff.

Research by:

Approaches have been determined by the effectiveness statements within the Teaching and Learning Toolkit from the Education Endowment Foundation and Sutton Trust and Tackling Educational Disadvantage: A Toolkit for Essex Schools.
Impact of funding will be judged by the gaps in attainment and progress *diminishing* by July 2020 in line with the School Development Plan.

Number of pupils and estimation of Pupil Premium Grant (PPG) likely to be received this academic year	
Total number of pupils on roll	219
Number of pupils eligible for PPG	62
PPG received Autumn 2019	£26887
PPG received Spring 2020 (approx.)	£27,225
PPG received Summer 2020 (approx.)	£28,180
Total amount of PPG received academic year 19-20 (£)	£82,292

Current attainment of children eligible for the PPG:								
KS2 2019	RPS	NATIONAL	KS1 2019	RPS	NATIONAL	Phonic Screening Check 2019	RPS	NATIONAL
Reading	75%	62%	Reading	83%	75%		90%	71%
Writing	88%	68%	Writing	83%	69%	GLD 2019	RPS	NATIONAL
Maths	88%	67%	Maths	83%	76%		78%	TBC

Summary of the main barriers to educational achievement for those eligible to receive support

Internal	External
<ul style="list-style-type: none"> • Lower starting points on entry into the EYFS in areas listening and attention, self-confidence and self-awareness, reading and writing compared to other areas. • Lower progress and attainment in reading, particularly with PP children who are also on the SEN register. • Historic underachievement. • Passivity of learners. 	<ul style="list-style-type: none"> • Lower attendance rate of children eligible for FSM compared to Non-FSM. • Limited parental engagement and involvement • Social and emotional barriers to learning; family circumstances having impact on pupils' engagement and achievement. • Disadvantaged families with limited income. • Parents with low academic achievement.

Desired Outcome	How the allocation will be spent to address the barriers.	Desired impact on pupils	Cost £
To ensure that social, emotional and behavioural barriers to learning are reduced.	Social and emotional learning interventions	Through regular monitoring of all disadvantaged children, children will be targeted for bespoke work with a focus on their social and emotional needs. This information will be tracked using case studies.	£1,000
To ensure that all disadvantaged children reach their end of year targets. To continue to raise the progress and attainment rates of disadvantaged children, especially at the end of EYFS.	Implementation of specific interventions to raise attainment and achievement in reading – Lexia.	Pupils will show progress from their baseline assessment and will be supported to achieve their bespoke end of year target.	£900
Collaborative Learning + 5 months	Additional TA supporting year groups for 5 x sessions a week. <i>2018-19 saw a -13% difference between PP and Non-PP in the EYFS – these children will receive targeted support in Y1</i>	To enable children to be taught in smaller groups for core subjects at timetabled points across targeted year groups. Focus PP in EYFS and Years 1, 5 and 6	£6,000
Numeracy skills and extended opportunities for homework to be completed to consolidate and enhance school work + 5 months	Morning 'Homework Club' for Years 5 and 6 – disadvantaged pupils will be given priority – x 30 sessions	Opportunity for these children to access school resources to complete their homework with adult support available where needed.	£600
	2 x pre-school sessions weekly for Y6 pupils with a focus on maths skills and SATs-based homework – x 30 sessions	Support for Year 6 pupils not on track to reach age-related expectations in 2020. TA led.	£400
Social and Emotional + 4 months	SEND Lead support for PP pupils and further sessions for <u>PP children with SEND</u> needs (9 children as of September 2019).	To support pupils and families with social and emotional needs to enable their strengths to grow. To develop confidence, resilience and character.	£28,000
	Pastoral Support Leader		£27,000

<p>Reading comprehension strategies and Numeracy skills</p> <p>+ 5 months</p>	<p>Targeted Support Assistant to support across all year groups.</p> <p>(5 x afternoon sessions weekly)</p>	<p>Reading: to support reading skills and understanding of texts. To develop understanding of different comprehension texts.</p> <p>Maths: to secure basic mathematical operations. To increase the confidence of application of skills to mathematical problem solving.</p>	<p>£8,550</p>
<p>Individualised Learning</p> <p>+ 4 months</p>	<p>i-Pads (class set to be used across school) and PP with SEND children to have own</p>	<p>95% of children enjoy lessons more (75%) or the same (20%) when iPads are used.</p> <p>76% of Year 6 children believe an iPad will improve their progress and attainment.</p> <p>75% agree or strongly agree that learning is easier with an iPad.</p>	<p>£6,700</p>
<p>To provide the opportunity for all disadvantaged children to participate fully in school life.</p> <p><i>Many children from disadvantaged backgrounds may be unable to access enrichment activities, such as extra-curricular clubs and educational visits.</i></p>	<p>Educational visits, residential visits and school clubs.</p>	<p>To ensure that children from low income families have opportunity of benefiting from enrichment activities and out of school learning to broaden their learning experiences.</p>	<p>£2,000</p>
	<p>‘Wakey, Wakey’ (Breakfast Club) with Sports Coach.</p>	<p>To provide breakfast style snack for pupils to ensure they are ready for a day’s learning. Supporting some disadvantaged families to avoid lateness becoming a barrier to learning and settling in to the school day.</p>	<p>£1,257</p>
	<p>External Sports Provision</p>	<p>To encourage the participation in sport to help increase educational engagement and attainment.</p>	<p>£2,000</p>
	<p>Gym Trail</p>	<p>To support the development of gross motor skills for children with dyspraxia and others in the Early Years needing extra support.</p>	<p>£1,500</p>

How will we measure the impact of the PPG on pupils?

- Half-termly Pupil Progress Meetings
- On-going teacher assessment and data analysis at both school and SEEAT Board Level (termly)
- Review at conclusion of intervention sessions (usually 6-week blocks)
- Pupil Premium ‘book looks’ by Leadership Team, subject leads and Pupil Premium Champion.
- ABC Tea (PP) with Headteacher and PP children.
- Pupil Premium Voice – initially conducted by Inclusion Manager and then TAs.
- Inclusion Team meetings where impact and progress of PP children is discussed.
- Termly meetings between Headteacher and Pupil Premium Champion (LGB Member).

Date of the next Pupil Premium Strategy Reviews

Leadership Team Meeting – 14th November 2019

Local Governing Body Meeting – Monday 25th November 2019 and then Monday 10th February 2020

Then on-going throughout the year in light of data drops and Pupil Progress Meetings.