



# Pupil Premium Report



Report on academic year 2017-2018

Total pupil premium funding 2017/18: **£ 178,200**

	Number
Total number of pupils on roll EYFS	88
Total number of pupils on roll KS1/2	332

(as at date of this report)

Number of pupils eligible for the premium EYFS  
 Number of pupils eligible for the premium KS1/2  
 Number of Looked After Children (LAC)  
 Number of Service Children

Number	%
26	30
111	33
4	*
0	*

\* Note that LAC and Service Children are not specifically reported below as their small numbers would identify individual pupils

Name of Pupil Premium Leader:

Name of Pupil Premium Governor:

## Review of the use of the Pupil Premium Grant in 2017/18

Desired outcome	Chosen action/approach	Impact (did you meet the desired outcome/success criteria? Include impact on pupils not eligible for PP if appropriate)	Lessons learned (and whether you will continue with this approach)	Cost (£)

<p>Close the gap between disadvantaged pupils and non-disadvantaged pupils</p>	<p>There has been a new assistant head appointed to coordinate special educational needs within the school. Interventions have changed across the school to a focus on pre-teach to ensure that children who are working towards the expected standard are being taught the skills to access their learning.</p> <p>Quality first teaching through class teaching monitored by half termly drop ins, NQT observations, book scans, planning scans (for assessment of children following lessons) and learning walks.</p> <p>A non-class based English coordinator appointed to provide</p>	<p>The impact of this is that interventions are all being tracked to ensure they are having the desired impact and any interventions that are not effective are revised. Children who are PPG and have special educational needs (SEN) have new individual education plans (IEPs) to ensure their SEN are being met. These are revised termly by the assistant head and class teachers. New SEN review meetings ensure that any PPG children who are not making the expected progress will be discussed and any support required will be put into place.</p> <p>The impact of this is that staff who require support are provided this to ensure that teaching at Rushy Meadow is good for all pupils (see data below).</p> <p>The impact of this has been that for children receiving PPG, attainment has improved in reading and writing apart from one year group in reading. They will be a focus for additional</p>	<ul style="list-style-type: none"> <li>• Train teaching assistants on the use of manipulatives in maths to support PP children working in target year groups</li> <li>• Two KS2 year group to have additional teacher led PP maths support next year for lower curriculum PP pupils</li> <li>• Additional teaching assistant support for KS2 PPG children in one year group to support with reasoning and arithmetic</li> <li>• Maths lead to introduce club 144 to support PP children with their times tables – number recall is an area for development in the books of PP pupils working towards the expected standard</li> <li>• Pupil Premium lead and SENCo to liaise closely regarding PP children with SEN to</li> </ul>	<p>TA intervention afternoon time: £46,767</p> <p>Speech and language therapy £5850 for 7 children.</p> <p>Educational psychologist (TBC funding)</p> <p>TA reading support £2298</p>
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	<p>support for teachers with planning and teaching of reading and writing. Phase leaders, senior leaders and trust staff support staff with planning and teaching e.g team teaching and support plans created if required</p> <p>New methods for teaching reading comprehension across the school were introduced in the Spring term with a focus on teaching inference, direct retrieval and the meaning of language in context.</p> <p>Train teaching assistants in phonics to develop subject knowledge and ensure consistency in how children are assessed and taught.</p>	<p>teaching support next year.</p> <p>Due to unforeseen circumstances, the English lead has been predominantly class based this year and some of the planned support has not happened. All year groups have received planning support at an outstanding trust school which has provided clear learning journeys in all schools and all year groups show good progress in their book scans (June, April).</p> <p>The impact of this was that in three year groups disadvantaged pupils achieved the national average for reading or just below. Not all reading interventions were fully successful this year.</p> <p>The impact of this is 60% of Year 1 children receiving the PPG passed the phonics screening test.</p>	<p>ensure that interventions are being taught at the correct pitch</p> <ul style="list-style-type: none"> <li>• Teach reading comprehension in the same way across the school but start from September.</li> <li>• Increase opportunities for writing and teach writing for purpose to ensure that disadvantaged children can learn and apply the same text features and have the opportunity to fully apply their new learning and language to a range of contexts</li> <li>• Teach language explicitly and have a word for the week in all year groups that are shared with the parents on the weekly blog</li> <li>• Train teaching assistants on how to use pictures and texts to help improve</li> </ul>	
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A teaching assistant regularly read with PP pupils and asked them comprehension style questions.

The impact was that by the end of the year the gap between PP and non PP pupils in reading was 11% and had decreased by 5% compared to the end of the previous year.

Year 1

	Attainment of PP pupils reaching the expected standard at the end of Reception	Attainment of PP pupils reaching the expected standard at the end of Year 1	Gap between PP and non-PP pupils at the end of Reception	Gap between PP and non-PP pupils at the end of Year 1
Reading:	41%	70% pupils at expected	-23%	+2 (decreased by 25%)
Writing	41%	55% pupils at expected	-21%	-4% (decreased by 17%)
Maths	47%	65% pupils at expected	-26%	-5% (decreased by 21%)

Year 2

Comparison over the year

	Attainment of PP pupils reaching the expected standard at the end of Year 1	Attainment of PP pupils reaching the expected standard at the end of Year 2	Gap between PP and non-PP pupils at the end of Year 1	Gap between PP and non-PP pupils at the end of Year 2
Reading	71% pupils at expected	44% pupils at expected	-11%	-41% (grown by 30%)
Writing	43% pupils at expected	44% pupils at expected	-37%	-40% (grown by 3%)
Maths	50% pupils at expected	57% pupils at expected	-28%	+30% (grown by 2%)

children's comprehension skills

- Develop how phonics is taught to ensure children have increased exposure to words real/pseudo that contain phase 5 phonemes
- PP pupils tracked more closely in phonics to ensure they make good progress during the year
- Teaching standards will continue to be monitored and planning support will be given where required

Year 3

	Attainment of PP pupils reaching the expected standard at the end of Year 2	Attainment of PP pupils reaching the expected standard at the end of Year 3	Gap between PP and non-PP pupils at the end of Year 2	Gap between PP and non-PP pupils at the end of Year 3
Reading:	73% pupils at expected	79% pupils at expected	-16 %	-11% (decreased by 5%)
Writing	53% pupils at expected	58% pupils at expected	-31%	-22% (decreased by 9%)
Maths	58% pupils at expected	71% pupils at expected	-31%	-13 % (decreased by 18%)

Year 4

Comparison over the year

	Attainment of PP pupils reaching the expected standard at the end of Year 3	Attainment of PP pupils reaching the expected standard at the end of Year 4	Gap between PP and non-PP pupils at the end of Year 3	Gap between PP and non-PP pupils at the end of Year 4
Reading:	50% pupils at expected	56% pupils at expected	-18%	-46% (grown by 28%)
Writing	29% pupils at expected	40% pupils at expected	-27%	-30% (grown by 3%)
Maths	28% pupils at expected	19% pupils at expected	-37%	-46% (grown by 9%)

Year 5

	Attainment of PP pupils reaching the expected standard at the end of Year 4	Attainment of PP pupils reaching the expected standard at the end of Year 5	Gap between PP and non-PP pupils at the end of Year 4	Gap between PP and non-PP end of year 5
Reading:	38% pupils at expected +	70% pupils at expected	1%	0 slight decrease
Writing	43% pupils at expected	45% pupils at expected	15%	-13% decreased gap
Maths	38% pupils at expected	60% pupils at expected	-17%	-16% slight decrease

Year 6 (TBC when final data is in)

Comparison over the year

	PP Attainment at the end of year 5	PP Attainment at the end of year 6	Gap between PP and non-PP end of year 5	Gap between PP and non-PP end of year 6
Reading:	50% pupils at expected +	55% pupils at expected	-10 %	-14% (grown by 4%)
Writing	25% pupils at expected	63% pupils at expected	-13 %	-4% (decreased by 9%)
Maths	50% pupils at expected	59 % pupils at expected	-8%	-6% (decreased by 2%)

	<p>Pupil Premium leader ensures that all staff are aware of pupils who are receiving the premium, tracks their progress and ensures that teachers put into place support to give all children the best opportunity to make progress</p>	<p>The impact of this has been that staff and school leaders have been able to clearly see which children are not making the expected progress and analyse the reasons for this. This has also enabled staff to see who is on track from their previous end of key stage data.</p> <p>During the year, in the Spring Pupil progress meeting for one of the year groups, it was identified that although there was only a 10% gap between PP and Non-PP in reading, the attainment of PP pupils was low at 55% expected. Planning support was given for teachers and demo lesson created on Iris to raise the pitch of teaching. The impact of this was book scans in May 2018 showed that the pitch had raised and children were being taught a weekly reading comprehension lesson. Summer 2018 data showed that 70% of children were working at the expected standard.</p> <p>Each term the percentage of disadvantaged children and non-disadvantaged children in interventions has been tracked to ensure children have access to support.</p> <p>Summer year 1: 56% of interventions PP  Summer Year 2: 60% of interventions PP  Summer Year 3: 53% of interventions PP</p>	<ul style="list-style-type: none"> <li>• Continue to use the tracking grids next year to track the progress of disadvantaged children</li> <li>• Create new tracking sheets to show children who were previously expected and are now working towards the expected standard (target these children through learning walks and book scans to ensure they are making accelerated progress)</li> <li>• Put new reward system in place to encourage children to read at home</li> </ul>	<p>Release time for PP lead ( 2 hours per week £4686)</p>
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		<p>Summer Year 4: 43% of interventions PP  Summer Year 5: 54% of interventions PP</p> <p>Average across the school: 53% of children in interventions are PP.</p>		
	<p>PP lead to attend pupil progress meetings.  All children who are not making the expected progress or would benefit from additional support are discussed and interventions are planned, taught and evaluated by teachers and teaching assistants (TAs) to ensure that children have the best opportunity to make progress.</p>	<p>The impact has been that the gap between disadvantaged and non-disadvantaged has reduced in 4 out of 6 year groups. The other year groups will be a key focus for next year.</p>	<ul style="list-style-type: none"> <li>• PP leader to continue to attend pupil progress meetings</li> <li>• PP lead to focus learning walks and additional case studies on children discussed as not making the expected progress</li> <li>• PP lead to introduce questionnaires for disadvantaged children to identify what they feel their barriers to further progress are</li> </ul>	<p>PP lead release time ( 2 hours per week)  (£4686 over a year)</p>
	<p>Half termly book scans of PP children comparing PP books with children of a similar level or attainment and ensuring they are progressing at the same rate. Half</p>	<p>All book scans have shown that the children receiving PPG have been achieving in line with children of a similar ability not receiving the PPG. The learning walk in Summer 2018 showed that during maths many of the children receiving PPG were finding it difficult to explain their understanding. Book scans during the year have also showed that spelling is a weakness in many books of children receiving PPG.</p>	<ul style="list-style-type: none"> <li>• From September we need to focus on reasoning and supporting PP children. Half termly book scan of children receiving PPG to ensure children are using stem sentences.</li> </ul>	<p>PP lead/English and maths lead release time</p>

	<p>termly learning walk to ensure children's needs are being met.</p>	<p>The impact of this is that the new Mastery Maths curriculum is now being delivered across the school with a focus on giving children stem sentences to be able to explain their understanding. Staff training has been given and will continue next year. Spelling is now being taught at the correct pitch (year group medium term plans) but does need to be taught in discrete lessons.</p>	<ul style="list-style-type: none"> <li>• Spelling will be on the timetables in KS2 and CPD will be provided for all staff in Autumn 1 to ensure that spelling is being taught at the correct pitch</li> <li>• Book scans that are only of PPG books to be introduced to identify gaps more closely</li> </ul>	
<p>Provide social, emotional and mental health (SEMH) support for disadvantaged families</p>	<p>ELSA- 2 staff deliver ELSA support for children within the school who require SEMH support. New staff receive information on what ELSA is, the benefits of this support and how to refer children.</p>	<p>40 children have received ELSA in the school year 2017-2018. 23 were PP children. This makes up 58% of attenders are children who receive the PPG funding. Children who did not meet their aims continue to receive support through additional sessions and daily/weekly drops ins to ensure they have adults to talk to.</p> <p>The impact of ELSA support is that as of Summer 2018, 81 % have stopped support and met the aims of their support or are due to leave the school and have had information passed to their new schools through transition meetings. 17 (74%) of these children have an attendance of above 90%. ELSA support has also helped to manage transition between year groups as trained teaching assistants have been placed with certain year groups to provide daily support and ensure children have someone to talk to. As a result of ELSA sessions, many children have shown increased confidence and are happier</p>	<ul style="list-style-type: none"> <li>• Continue to provide ELSA support and track attenders to ensure they are meeting their aims</li> </ul>	<p>ELSA: £16,193</p>

		coming into school in the morning.		
	Bubble Club has been set up at lunchtimes to provide children with somewhere to go if they have friendship issues or need someone to talk to.	<p>In a half term (Feb to Easter) there were 171 attenders. PP children: 89. This made up of 52% of children who attended that received the PPG. Many children spoken to about Bubble Club find that it has made it easier for them to play in a quiet space. There is a register kept to ensure key attenders are monitored but many more children briefly visit for a conversation and discuss how to solve a playground dispute so it is difficult to monitor exactly how many children attend this.</p> <p>The impact of this has been in Autumn there were 89 behaviour incidents (yellow/red cards) by children receiving the PPG. Spring term had 87 and Summer term had 81 incidents. Of the incidents that occurred, fewer were for violence. Most were for friendship issues.</p>	<ul style="list-style-type: none"> <li>• Look at social skills interventions for children receiving the PPG and how they can be supported with explaining their feelings.</li> <li>• Investigate a range of lunchtime clubs to ensure disadvantaged children have a range of extra -curricular provision</li> <li>• Continue to run Bubble Club and target individuals with a high level of playground behaviour incidents</li> <li>• Research into how lunchtime supervisors can provide SEMH support on the playground to ensure that children do not become reliant on a club to provide lunchtime support</li> </ul>	Bubble Club: £2766
	PHSE Jigsaw scheme	Children enjoy these assemblies weekly and learn lessons in class twice a week including one session being focused on circle time. The impact	<ul style="list-style-type: none"> <li>• Continue to teach PSHE in this way and have weekly themed</li> </ul>	Cost covered elsewhere

		of this is children can discuss changes in their life, are prepared for changes in their bodies and in year groups/schools.	assemblies	in the school curriculum
Ensure the Pupil Premium grant is spent and monitored effectively	Pupil Premium leader has weekly time to track the progress of pupils receiving the premium A new Pupil Premium lead was appointed and created an action plan to ensure all money was spent on areas for development following the previous year's analysis. The PP lead carefully monitors behaviour, attendance, punctuality and progress of disadvantaged pupils to ensure their needs are being met.	<p>The impact of this is that all money spent is allocated carefully in specific areas as can be seen on the right of the report and is targeted to support gaps in the pupils at Rushy Meadow.</p> <p>The impact of tracking data carefully is following the data levels being submitted in the Spring term, a large gap of 57% was identified between PP and non-pp in one year group in maths. A particular gap noted for PP children was reasoning at the correct pitch and using correct terminology. Of the Pupil Premium children working at emerging in maths in spring, 54% receive weekly pre/post teach or basic maths interventions. Of these children, all fully or partially achieved their intervention target. In Summer, the gap between disadvantaged pupils and non-disadvantaged pupils had lowered by 12%</p> <p>The remaining 46% reached the expected stage for their year group by the Summer with quality first teaching and additional focus group support from teachers and teaching assistants during the teaching week. The maths advisor for the Trust planned with this year group to ensure good coverage of the curriculum. She has introduced the use of stem sentences to support the children with explaining their knowledge and using correct terminology. All teachers have been trained in maths mastery by the maths advisor. The impact</p>	<ul style="list-style-type: none"> <li>• Look at interventions with SENCo to ensure children on the border of expected have their gaps analysed and interventions are planned carefully to help meet specific areas for development</li> <li>• Track interventions that class teachers are delivering during assembly times</li> <li>• Weekly book reading club for targeted individuals</li> </ul>	PP leader release time: £4686

		<p>was during a planning and book scan in Summer 2018 information shared showed that the pitch had improved during the year. Teaching drop ins, maths and topic based, of all teachers were met by 100% of teachers in Summer 2.</p> <p>In Autumn term a gap of 31% was identified in one year group between PP and Non PP pupils in reading. Analysis of progress tests showed that the main area of difficulties were meaning of language in context and inference. As a result, training was delivered by the English coordinator in how to teach target reading objectives. The impact of this was the gap reduced to 13% in Spring. In the Summer it reduced to 11%.</p> <p>In Spring a large gap of 29% between PP and Non PP was identified in one year group in reading. 10 children were put in additional interventions groups, flagged for additional support and literacy skills carousels were adapted to give PP children additional adult support. The impact of this was 67% fully met intervention targets. The gap between disadvantaged and non-disadvantaged grew in reading so this needs adapting next year.</p> <p>Spring data in this year group also identified a large writing gap – 60% of pupils in intervention were PP. Additional support and interventions were put in place for these children. The impact of this was 44% of the children from this group made the expected standard when they were previously not on track.</p>		
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		<p>In the Spring data a gap of 25% was identified in reading between PP children and Non-PP children in one year group. Mock papers were analysed and inference was the area for development. Strategies for teaching were adapted and reading comprehension was adapted to be taught by skill rather than generalised practise of papers. English coordinator supported in class weekly. Summer data demonstrated that 46% of disadvantaged pupils reached the expected standard compared to 62% of non-disadvantaged pupils. Therefore the gap had decreased to 16%.</p>		
<p>To provide support for disadvantaged families</p>	<p>Family support worker. A jigsaw worker from September to Easter worked with target families. A new family support worker was appointed for 3 days a week from Easter and has worked with 15 families who have a child receiving PPG.</p>	<p>The impact of this has been that children have someone to go to, families had a connection to the school, the family support worker was able to act as an advocate for the families involved by signposting them to other agencies ( 47%) and attended school meetings with them where required. This has boosted the parental engagement with the school and boosted the confidence of many parents. The family support worker has also been able to support parents when implementing behaviour charts. Many families have noted improvement in the behaviour of their child and the school has seen improvement in behaviour. The children have had the opportunity to take part in draw and talk activities to support them.</p>	<ul style="list-style-type: none"> <li>Continue to fund family support worker</li> </ul>	<p>Family support worker: £13,677</p> <p>£24035 to cover school meals for PP pupils from Reception-Year 2</p> <p>(55 pupils from Reception to Year 2 x £437)</p>

	<p>Attendance worker A new attendance officer was appointed for the trust. She has worked with the deputy head to meet and support families with children of below 90% attendance.</p>	<p>The impact of this support was 53% families have been referred to the family support worker, medical advice has been suggested, families have been referred onto other services and some families have received fines. The impact of the support needs to be evaluated next year.</p> <p>In Summer 2018 disadvantaged children make up 48% of the children in the school who have below 90% of attendance. In addition to this, new rewards have been offered for children of high attendance and there's a display in the front officer explaining what the current attendance is and what the school is aiming for. Currently, only 42% of pupils receiving PPG have above 95% attendance so this is an area for development next year.</p>	<ul style="list-style-type: none"> <li>• Continue to fund attendance worker</li> <li>• Continue to use reward systems as new systems in place will take time to have impact.</li> </ul>	Attendance officer: £1531
	<p>School nurse. The school nurse has trained staff on asthma and allergies. She has also offered a support workshop for parents</p>	<p>Unfortunately, this was not well attended and therefore had little impact. Therefore, this won't be repeated in the same way in the future.</p>		
	<p>Deputy heads/assistant head. The senior leadership team meet families and provide support where required.</p>	<p>The impact of this is that disadvantaged and non-disadvantaged families feel they can share any concerns about their children and relationships have been created between the school and families.</p>	<ul style="list-style-type: none"> <li>• Look at how all families can be encouraged to attend parent forums</li> </ul>	

	Parent forums are run half termly.			
	Parent workshops. Parent workshops were run for Phonics, maths and assessment prior to the KS1 and KS2 SATs.	The impact has been that parents have been able to attend workshops which demonstrate methods taught in maths and know how to best support their child before assessments.	<ul style="list-style-type: none"> <li>• Run parent workshops for maths, reading, writing, phonics, and assessments next year.</li> <li>• Track PPG attendance</li> <li>• Ensure all resources can be accessed on the blogs</li> </ul>	
To provide support for families applying for Pupil Premium	Share with parents what Pupil Premium is and who might be eligible at parent consultation meetings and via leaflets sent out to parents.	<p>Due to the PP lead being in class, Pupil Premium has only been publicised at the Autumn Parent's consultation meeting. Although there were 10 applications during the session, only 2 applications were successful. The impact was therefore low.</p> <p>Letters were sent out explaining eligibility for PPG and the impact of this was that during the year, 26 children were added to the Pupil Premium register.</p>	<ul style="list-style-type: none"> <li>• To publicise eligibility for PPG in the school entrance</li> <li>• Send out a leaflet about eligibility for PPG and benefits this can bring with the new starters pack</li> <li>• Run a Pupil Premium workshop to inform parents of their entitlement and target families</li> <li>• Attend parent induction morning</li> <li>• Pupil Premium should be publicised at both parent's consultation meetings. New incentives to apply will be created including tea and coffee stand</li> </ul>	<p>Admin time : £1204 over the year.</p> <p>Revenue and benefits charge: £425 for the year</p>

			<p>for all and free jumper for all successful applicants.</p> <ul style="list-style-type: none"> <li>• Leaflets to be available at coffee mornings and parent workshops.</li> <li>• Ensure PP families are aware there is funding available if required towards trips and workshops</li> </ul>	
<p>To provide additional support to ensure all pupil premium families receive equal opportunities for curriculum enrichment</p>	<p>Clubs (£200 towards clubs for all PP children)</p> <p>Send out fliers and reminders for summer clubs to PP children who have budget left.</p>	<p>As of July 2018, only 49 children have accessed the clubs funding. Of the clubs attended, many of the clubs requested were sports-based clubs and child care. Other clubs, such as drama, were not attended.</p> <p>Impact: families were grateful that their children had the opportunity to attend dance, football and swimming lessons that they may not have been able to if funding had not been available. Families reported that this helped their child socialise and learn new skills. Next year information on a range of clubs will be shared and from the start of the year to ensure families receive their full allocation..</p>	<ul style="list-style-type: none"> <li>• Money towards extra-curricular activities was only offered from February half term. Next year this should be publicised from the beginning of the year (September) to give families the full opportunity to access clubs.</li> <li>• Publicise a range of clubs available for PP families at the beginning of the year to ensure families know what types of opportunities their children may be able to access</li> <li>• Look at opportunities for PP children with SEN to ensure that</li> </ul>	<p>£27000 if all the children take up their full allocation towards clubs.</p>

			<p>they have extra-curricular clubs ( liaise with SENCo.)</p> <ul style="list-style-type: none"> <li>To offer a homework/reading club to give all children opportunity to complete activities</li> </ul>	
	Residential (board and lodgings for all children receiving PP allowance)	The residential funding has allowed children to attend who would not have had these opportunities. The impact has therefore been high.	<ul style="list-style-type: none"> <li>The residential will be run earlier in the year next year. This will allow the strong bonds between staff and children to develop earlier in the year</li> </ul>	13 children applied for Hindleap Warren finding at the cost of £108 each. ( £1404)
	Beanstalk (weekly volunteer. The children have received a full package of comprehension teaching twice weekly on a one to one basis.	The impact of this is of the children receiving this support, 33% are currently working at the expected standard for their age group. The other 66% are expected to be on track for age related expectations by the end of the year. The children really enjoy this and have engaged with the support. This has had a good impact on the children's self-esteem and confidence.	<ul style="list-style-type: none"> <li>This support to continue next year</li> </ul>	Beanstalk £642 towards the costs of training a volunteer.
	LAC tutoring costs (all children to receive tutoring by a teacher or teaching assistant)	Due to small numbers the impact cannot be reported. All children have an attendance of above 90%.	<ul style="list-style-type: none"> <li>Continue funding small group tuition in this way</li> </ul>	LAC tuition is £1500 for the school year.

	Additional funding for children to attend Rushy Risers and after school club.	Due to small numbers the impact cannot be reported.	<ul style="list-style-type: none"> <li>Continue to make this available in exceptional circumstances and review regularly impact on attendance, punctuality and progress data</li> </ul>	(At the discretion of the school)
To ensure all staff are fully prepared to deal with the needs of pupil premium children.	Included in PDMs on how to support PP children additionally with English.	The impact of this has been that all staff could name and discuss the progress of children who received the Pupil Premium allowance at the Autumn and Spring pupil progress meetings. Teachers are all aware of these children when planning and strategies to support their progress.	<ul style="list-style-type: none"> <li>Regular Pupil Premium learning walks to take place to ensure that where staff have identified the barriers towards PP children's progress this has an impact</li> <li>To provide CPD for staff next year on needs of children receiving the PPG</li> </ul>	CPD provided by PP leader: free  PP leader CPD: £739  SEN leader CPD:
	Attitudes towards learning sheet created for all teachers to complete with possible areas that could be barriers towards children making progress.	'Attitudes towards learning' sheet supported all teachers to talk through their children and identify gaps. The impact has been that teachers and senior leaders have been able to consider what the barriers are to the children not making the expected standard.	<ul style="list-style-type: none"> <li>Continue these sheets next year as staff are familiar with them and impact has been good</li> <li>Share the information gained with SEN lead, attendance lead and other professionals within the school to ensure that all children receive support with</li> </ul>	

			other vulnerable groups that they fall into
	CPD for PP leader	PP lead attended the national conference. The impact of this was national updates were shared with all staff to ensure that disadvantaged children receive support based on the latest updates.	<ul style="list-style-type: none"> <li>Attend the national conference again next year to continue to network with professionals and to ensure Rushy Meadow are up to date with the latest research</li> <li>Attend Pupil Premium meetings with leads from across the trust</li> </ul>
	CPD for SEN leader	Many children who receive PPG also have an ASD diagnosis. The SEN lead attended training and disseminated this information to staff during a meeting. The impact of this is staff have a better understanding of how to support all pupils with ASD and can identify ASD in other children.	<ul style="list-style-type: none"> <li>Continue to work with SEN lead to find any groups of children who receive PPG and have a specific SEN</li> </ul>

**£155, 217** Carry over: **£ 22,983**

### Current attainment relating to disadvantaged pupils

EYFS (Reception)	No. of pupils	% achieving GLD	% making expected or better than expected progress from starting points	National GLD all pupils
Disadvantaged	20	65%	70%	National 71.5% for all pupils
Non-disadvantaged	35	71%	77%	National 71.5% for all pupils

	No of pupils	% exp+ RWM	% higher RWM	% exp+ reading	% greater depth	% exp+ writing	% greater depth	% exp+ maths	% greater depth
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			combined	combined		reading		writing		maths
Y1	Dis	20	55%	0%	70	10	55	5	65	0
	Non-Dis	37	57%	0%	68	14	59	5	70	5
Y2	Dis	16	38%	0%	44	0	44	0	57	13
	Non-Dis	39	79%	31%	85	36	84	33	87	33
Y3	Dis	24	58%	4%	79	25	58	4	71	8
	Non-Dis	30	77%	3%	80	27	80	7	84	7
Y4	Dis	15	33%	0%	47	7	40	0	33	0
	Non-Dis	43	67%	12%	86	35	70	12	79	16
Y5	Dis	20	45%	5%	70	10	45	10	60	5
	Non-Dis	33	58%	6%	70	12	58	6	76	18
Y6	Dis	24	50%	13%	55	17	63	17	59	13
	Non-Dis	31	65%	6%	80	19	71	16	71	19

### Barriers to future attainment for disadvantaged pupils

Include evidence from RAISEOnline, EEF, FFT, staff/pupil consultation, attendance data, Ofsted reports and guidance. Identify barriers in school as well as external such as low parental engagement, poor home learning environment, etc.

Prior attainment and slow progress: "Disadvantaged pupils make consistently less progress than that seen nationally by other pupils in reading, writing and mathematics. By the end of key stage 1, the proportion of disadvantaged pupils achieving the expected standard was below the national average in all subjects... The attainment over time of the most able pupils, including the most able disadvantaged, shows considerable underachievement." Ofsted 2017

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## Plan for grant expenditure 2018/2019

Total expected grant: **£174,240**

Based on **£1,320 / PP child – 132**

(Education and Skills Funding Agency Guidance Pupil premium 2017 to 2018: conditions of grant Updated 4 July 2017)

Desired outcome how will this intervention or action improve achievement? What will it achieve if successful?	Chosen action/approach	Is this a new or a continued activity?	Brief summary of intervention or action including details of year groups/pupils (not names) involved and the timescale	How will this activity be monitored, when and by whom? How will success be evidenced?	Cost (£)
Close the gap between disadvantaged pupils and non- disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Provide all staff with mastery maths CPD</li> <li>• CPD on the use of manipulatives</li> <li>• Increased arithmetic in the timetable through Club 144 and daily sessions</li> <li>• Increase the teaching of spelling</li> <li>• Homework and reading clubs</li> <li>• RWI Phonics</li> <li>• Continue to track progress of pupils receiving PPG through attitudes towards learning, separate tracking sheets and through pupil progress meetings</li> <li>• Separate book scans and learning walks purely for PP pupils to ensure they are making [progress in line with on-pp pupils</li> </ul>	Continued	Additional teacher working with key groups within the new Year 3 (reading) and Year 5 (maths) who are working towards. 24% of children who receive PPG are also on the SEN register Look into RWI phonics for all children receiving PPG.	Half termly planning scans, book scans, learning walks, progress data analysed by senior leaders and PP lead	PP lead and assessment lead release time
Raise the percentage of disadvantaged pupils reaching exceeding in reading, writing and maths.	Target children who have the potential to reach exceeding across reading, writing and maths	New focus	<ul style="list-style-type: none"> <li>• CPD for staff on what 'exceeding' looks like</li> <li>• CPD on how to get children to 'exceeding</li> <li>• Careful tracking of children</li> </ul>	Half termly planning scans, book scans, learning walks, progress data analysed by senior leaders and PP lead	English and maths lead release time to deliver CPD,

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Support families of disadvantaged pupils	<ul style="list-style-type: none"> <li>Family Support worker</li> <li>Attendance Officer</li> <li>Workshops on reading, writing, maths, assessment</li> </ul>	Continued	<ul style="list-style-type: none"> <li>Draw and talk sessions</li> <li>Parenting workshops to be offered</li> <li>Individual work between children and the family support worker</li> </ul>	Use attendance, behaviour and attitudes towards learning grids to track engagement of children.	Family support worker and attendance worker
Social, Emotional, Physical and Mental Health	<ul style="list-style-type: none"> <li>ELSA and Bubble Club to continue to provide support</li> <li>Look at how social skills support for PP pupils can support children with explaining their feelings</li> <li>Continue to track percentage of children meeting their ELSA aims</li> <li>Research into SEMH support provided at lunchtime by midday supervisors</li> </ul>	Continued	<ul style="list-style-type: none"> <li>ELSA sessions for children referred by class teachers and senior leaders</li> </ul>	Track percentage of children meeting their targets and behaviour/ attitudes towards learning after this.	ELSA lead Tas.
Target teaching assistants to provide specific areas of support for disadvantaged children	<ul style="list-style-type: none"> <li>Buy intervention packages to support children</li> <li>SEN lead and PP lead to meet to look at interventions for children falling in both groups</li> </ul>	New Focus	Train staff fully on how to plan, deliver and assess children in Read Write Inc Phonics (RWI), purchase RWI one to one tuition kits and train staff on how to deliver small group interventions.	Track progress using RWI assessment sheets half termly and phonics screening progress within Year 1. English lead to provide further support where required	TA intervention support for children receiving PPG
To provide additional support to ensure all pupil premium families receive equal opportunities for curriculum enrichment	<p>Continue to fund £200 towards clubs for children receiving the PPG.</p> <p>Contribute towards trips and workshops for children receiving PPG to ensure they have access.</p> <p>Fund board and lodgings for PP cdn to attend Hindleap Warren residential.</p>	Continued	Give children opportunities to access extra curriculum activities both in and outside school.	Monitor clubs that are/are not popular and monitor vulnerable groups within this (e.g children with SEN) to ensure all children are having the opportunity to access this funding.	<p>£200 per PP child ( £27,000)</p> <p>As required</p> <p>Funding towards</p>

					board and lodgings for Hindleap Warren.
Staff CPD	PP lead to attend national conference to ensure that Rushy Meadow receives national messages.  DHT to attend course on LAC	Continued	New ideas discussed with school SLT.	Meet with schools within the trust regularly to ensure good practise is shared.	£1500
To provide support for families applying for Pupil Premium.	Increase percentage of families applying for PPG by ensuring families know that PPG is, who might be eligible and how to apply.	Continued	PPG funding published at all parents consultation events, meetings such as residential will inform parents of discount for families receiving PPG, admin lead to ensure that PPG leaflet is available at all time sin the office and is given out in the new to the school prospectus. Tea and coffee and an area to talk to parents during parent consolation meetings.	Track new children joining the school to ensure families know about PPG.  Support families with applying for Pupil Premium.	Admin staff time (2 hours weekly).

Total cost of above actions: **£ 178,200**

Date of report: **20/7/2018**