

Pupil Premium Strategy Statement Summary Information					
School	Rushcombe First School				
Academic Year	2019 - 2020	Total PP budget (forecasted)	£20,100 [£21,600 including service children]	Date of most recent PP Review	
Total number of pupils	305	Number of pupils eligible for PP	15 FSM/Ever 6 4 LAC/PA	Date for next internal review of this strategy	Summer 2020

Current Attainment [2018-2019 results]		
	Rushcombe First School: Pupils eligible for Pupil Premium	Other Schools Nationally: Pupils eligible for Pupil Premium *[KS1 Assessment Data Available]
% achieving a Good Level of Development in EYFS	1 of the 3 children achieved a GLD [33%]	
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in EYFS	2 of the 3 children achieved reading, writing and maths [67%]	
% achieving a pass in the national Year 1 Phonics Screening Check	2 of the 4 children passed the Year 1 phonic screening check [50%]	
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 1	1 of the 4 children achieved reading, writing and maths [25%]	
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 2	2 of the 5 children achieved reading, writing and maths [40%]	
% achieving Age Related Expectations (ARE) or higher in reading in Year 2 [KS1 SATs]	5 of the 5 children achieved [100%]	78%*
% achieving Age Related Expectations (ARE) or higher in writing in Year 2 [KS1 SATs]	4 of the 5 children achieved [80%]	73%*
% achieving Age Related Expectations (ARE) or higher in maths in Year 2 [KS1 SATs]	3 of the 5 children achieved [60%]	79%*
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 3	3 of the 3 children achieved [100%]	
% achieving Age Related Expectations [ARE] or higher in reading, writing and maths in Year 4	The 1 child achieved 2 out of the 3 subjects.	

Barriers to Future Attainment [for pupils eligible for PP]	
<b>Internal Barriers</b>	
<b>A</b>	Overall low baseline at the beginning of EYFS particularly in Personal, Social & Emotional Development, Communication & Language, Physical Development, Literacy and Mathematics.

<b>B</b>	The language skills of some individual children is impacting on their communication, reading and spelling fluency.	
<b>C</b>	The social and emotional skills of some individual children is impacting on their confidence, self-esteem, independence and the ability to self-regulate.	
<b>External barriers</b>		
<b>D</b>	The lower attendance of some individual children.	
<b>E</b>	The limited opportunities for enrichment including the participation in the arts, physical and outdoor activities of some individual children.	
<b>Desired Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Accelerate the progress of children in EYFS enabling them to access a wide range of learning opportunities with increasing confidence, skill and independence as evidenced by teacher observations and pupil tracking information.	Children illustrate increased confidence, independence and understanding enabling to participate actively in all learning opportunities.
<b>B.</b>	Enhanced language skills enabling children to develop their communication, reading and spelling fluency as evidenced by teacher observations/assessments, standardised/national assessments and pupil tracking information.	Children demonstrate enhanced language, communication, phonic, reading and spelling skills with the majority achieving age related expectations including passing the Y1 phonic screening check.
<b>C.</b>	Improved confidence, self-esteem, independence and self-regulation enabling children to interact positively with their peers and manage their emotions successfully to access all learning opportunities as evidenced by teacher observations, pupil tracking information and children/family feedback.	Children positively manage their emotions illustrating increased confidence and independence and the ability to positively collaborate and actively participate in shared learning opportunities.
<b>D.</b>	High attendance rates for all children as evidenced in attendance data.	Attendance of all children is in line with national/school expectations.
<b>E.</b>	Increased enrichment/cultural capital opportunities for all children as evidenced in curriculum provision and extra-curricular participation as evidenced in curriculum provision documentation, teacher observations, extra-curricular participation and children/family feedback.	Children participate in a wide range of art, physical and outdoor learning opportunities.

Planned Expenditure					
Academic year	£20,100 [£21,600 including service children] ~ 2019 – 2020				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of Teaching for All					
Desired Outcome	Chosen Action/Approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff Lead	When will you review implementation?
<b>[A, C &amp; E]</b> Enhance the expertise of our teachers in providing high quality learning experiences to develop children’s knowledge, understanding, skills and aptitudes as effective learners, setting them on a pathway for lifelong success.	High quality continuous staff development leading to enhanced pedagogy, teaching and learning.	Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years. The EEF Teaching & Learning Toolkit indicates that a range of strategies have high/moderate impact for low costs based on moderate/extensive research, for example, feedback + 8 months, collaborative learning + 5 months, metacognition + 8 months and peer tutoring + 5 months.	A comprehensive and ongoing system of school self-evaluation including lesson observations, learning evaluations, pupil progress meetings, learning walks [LA/governors], staff discussions/coaching/mentoring and action research groups continues to secure improvement and ensure positive outcomes for all children.	GW	An ongoing and effective system of school monitoring including regular staff discussions, school reviews and pupil tracking information [termly].
<b>[A, C &amp; E]</b> Enabling each child to be a ‘powerful protagonist in their own learning’ [Malaguzzi] including providing purposeful contexts for the children’s learning through an inquiry approach.	Whole school Learning Adventure approach including working with external specialists, such as actors, artists, dancers and musicians.	Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years. The EEF Teaching & Learning Toolkit indicates that a range of strategies have high/moderate/low impact for low costs based on moderate/extensive research, for example, feedback + 8 months, collaborative learning + 5 months, metacognition + 8 months and arts participation + 2 months.			

<p><b>[A &amp; B]</b> Embed research about the development of memory into teaching and planning cycles enhancing the learner's retention of key knowledge, skills and understanding.</p>	<p>High quality continuous staff development leading to enhanced pedagogy, teaching and learning including reviewing planning cycles and curriculum planning.</p>	<p>Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years.</p>			
<b>Budgeted Costs</b>					<p>Contribution to school development and CPD costs. Approximately £5,000.</p>
<b>ii. Targeted Support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff Lead</b>	<b>When will you review implementation?</b>
<p><b>[B]</b> Increase phonic skills and knowledge to improve reading and spelling fluency.</p>	<p>Specialised qualified teacher/TA four days a week utilising programme developed by teaching staff and Inclusion Leader. Additional proposed expenditure will include required assessments completed by an external SEN specialist.</p>	<p>Previous implementation and experience has enabled the vast majority of the children to successfully pass the national Year 1 phonic screening check. The EEF Teaching &amp; Learning Toolkit indicates that phonics has moderate impact for very low costs based on extensive research [+ 4 months].</p>	<p>Senior Leadership Team monitoring on a regular basis.</p>	<p>CM</p>	<p>Termly phonic tracking/assessments.</p>
<p><b>[B]</b> Enhance language to improve reading and spelling fluency.</p>	<p>Staff development on providing language rich opportunities and environments. Implementation of individualised spelling/high frequency word programme.</p>	<p>Research indicates that early language development of low income children lags behind their peers by 16 months on school entry [Sutton Trust] and vocabulary at the age of 5 can be a predictor of long term success [UK BCS70 study]. The EEF Teaching &amp; Learning Toolkit indicates that oral language interventions has moderate impact for very low costs based on extensive research [+ 5 months].</p>	<p>Senior Leadership Team/English Curriculum Team monitoring on a regular basis. Ongoing school self-evaluation activities and practice.</p>	<p>CM</p>	<p>Termly assessments and pupil progress meetings.</p>

<p><b>[A, B &amp; E]</b> Promote achievement and challenge for all children with targeted interventions and coaching groups.</p>	<p>Employment of additional teacher time.</p>	<p>Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results including a high number of children achieving 'Greater Depth' at the key national/school assessment points with the children over a number of years. The EEF Teaching &amp; Learning Toolkit indicates that mastery learning has moderate impact for very low costs based on moderate research [+ 4 months].</p>	<p>A comprehensive and ongoing system of school self-evaluation continues to secure improvement and ensure positive outcomes for all children.</p>	<p>CM/GW</p>	<p>Termly monitoring including regular staff discussions, school reviews and pupil tracking information.</p>
<b>Budgeted Costs</b>					<p>Contribution to school development, CPD, staffing and resources costs. Approximately £10,000.</p>
<b>iii. Other Approaches</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
<p><b>[A, C &amp; E]</b> Enhance emotional and social wellbeing.</p>	<p>Outdoor learning provision including forest school, gardening and caring for living animals, such as, chickens and bees. A range of therapeutic opportunities including mindfulness, yoga and play therapy.</p>	<p>Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years. The EEF Teaching &amp; Learning Toolkit indicates that social and emotional learning has moderate impact for moderate costs based on extensive research [+ 4 months].</p>	<p>Senior Leadership Team/Outdoor and PSHE Curriculum Leader monitoring on a regular basis.</p>	<p>CM/GW</p>	<p>An ongoing and effective system of school monitoring including regular staff discussions, school reviews, pupil tracking information and children/family feedback [termly].</p>
<p><b>[A, C &amp; E]</b> Enhance social, motor/ physical skills and wellbeing.</p>	<p>Employment of PE teacher /leader providing a wide range of opportunities including increased physical opportunities during playtimes, the introduction of trained playleaders and the extension of PE based extra-curricular opportunities.</p>	<p>Research, focused development and previous experience has contributed to the school successfully and consistently maintaining positive results at the key national/school assessment points with the children over a number of years. The EEF Teaching &amp; Learning Toolkit indicates that social &amp; emotional and outdoor learning has moderate impact for moderate costs based on moderate/extensive research [+ 4 months].</p>	<p>Senior Leadership Team/PE and PSHE Curriculum Leader monitoring on a regular basis.</p>	<p>CM/GW</p>	<p>An ongoing and effective system of school monitoring including regular staff discussions, school reviews, pupil tracking information and children/family feedback [termly].</p>

<p><b>[D]</b> Increase attendance rates.</p>	<p>The continued promotion of excellent school attendance including the provision of effective information, support and communication with parents particularly with any families whose child's attendance is of concern.</p>	<p>Continued focus has contributed to increased attendance rates and to the school consistently maintaining positive results at the key national/school assessment points over a number of years. Research from the DfE [2012] established a positive impact between improved attendance and higher attainment.</p>	<p>Senior Leadership Team/Inclusion Leader and Administrative Lead monitoring on a regular basis.</p>	<p>CM/EL</p>	<p>An ongoing and effective system of school monitoring including regular staff discussions, and attendance tracking information [half/termly].</p>
<b>Budgeted Cost</b>					<p>Contribution to school development, CPD, staffing and resources costs. Approximately £6,125*</p>

\*Additional monies are identified for the uniform allowance.

Review of Expenditure					
<b>Previous Academic Year</b>	£21,420 [£23,220 including service children] ~ 2018 – 2019				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
<b>i. Quality of Teaching for All</b>					
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Staff lead	Cost
<p>Enhanced Curiosity/ Inquiry Curriculum and metacognitive culture developed across the school.</p>	<p>High quality continuous staff development leading to enhanced pedagogy, teaching and learning.</p>	<p>LA SEP learning walks evidenced successful implementation of curiosity/inquiry curriculum, the embedding of a metacognitive culture and noted the positive impact on the children's learning. This contributed to the school successfully maintaining positive results at the key national/school assessment points during the year. The EEF Teaching &amp; Learning Toolkit indicates that metacognition has high impact for very low costs based on extensive research [+7 months].</p>	<p>The successful provision of a rich, stimulating and innovative curriculum and a metacognitive culture has been established across the school that enhances learner motivation, thinking skills and progress. Ongoing priorities have been identified to continue the development of innovative curriculum and pedagogy. [see SDP for further details]</p>	<p>GW</p>	<p>Contribution to school development and CPD costs. Approximately £2,500.</p>

Increased strategies utilised to support the emotional health and wellbeing of all children.	High quality continuous staff development leading to enhanced knowledge, skills and understanding. [The use of yoga, mindfulness, circle time and the outdoor environment.]	Staff demonstrated increased knowledge and skills enabling them to introduce/ extend the strategies used across the school. This was evidenced by school self-evaluation activities including observations, learning walk and feedback. The EEF Teaching & Learning Toolkit indicates that social and emotional learning has moderate impact for moderate costs based on extensive research [+ 4 months].	Staff have commenced the positive implementation of a range of strategies to support emotional health and wellbeing. Further work in this area has been identified including the extension of outdoor learning and therapeutic opportunities.	GW	Contribution to school development and CPD costs. Approximately £1,000.
<b>Budgeted Costs</b>					Contribution to school development, CPD and resources costs. Approximately £3,500.
<b>ii. Targeted Support</b>					
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Staff lead</b>	<b>Cost</b>
Increased phonic skills and knowledge to improve reading fluency.	Inclusion Leader developed & implemented a phonics programme to accelerate the progress for some individuals and groups of children.	The programme enabled different children to successfully enhance their phonic skills and knowledge and increase the number of children passing the Year 1 phonic screening check. 92% of Year 1 children achieved the expected standard. [EEF Toolkit + 4 months]	To enable more staff to implement the phonics programme as the Inclusion Leader will be retiring. To utilise the phonics programme to support both reading and spelling skills.	MJ	Contribution to Inclusion Leader salary, training and resources.
Increased fine and gross motor skills supporting the development of handwriting skills.	Inclusion Leader led a weekly programme for developing motor skills for different children across the school. In addition, the English Curriculum Team led handwriting information sessions for parents.	The programme enabled different children to develop their motor skills and improve their handwriting skills including their increasing their writing confidence and fluency. Children were keen to attend the sessions and demonstrated a positive attitude to writing as observed in school observations and Local Authority learning walks and discussions with children & staff.	To extend the focus on motor skill development and opportunities with the deployment of a PE specialist teacher.	MJ	Contribution to Inclusion Leader salary and resources.

Enhanced social and emotional skills supporting greater confidence, self-esteem and self-regulation.	Senior Leadership Team including Inclusion Leader led daily structured playtime sessions for different individuals and groups of children.	The programme enabled different children to develop their social and emotional skills that supported their greater confidence, self-esteem and self-regulation. Children were keen to attend the supervised sessions and increasingly able to manage whole school playtimes. [EEF Toolkit + 4 months]	To continue to extend the range of opportunities to enhance the social/emotional skills and positive wellbeing of all children, such as, increasing outdoor learning and therapeutic opportunities.	MJ	Contribution to Senior Leadership Team/Inclusion Leader salaries.
<b>Total budgeted cost</b>					£15,000
<b>iii. Other Approaches</b>					
<b>Desired Outcome</b>	<b>Chosen Action/Approach</b>	<b>Estimated Impact</b>	<b>Lessons Learned</b>	<b>Staff lead</b>	<b>Cost</b>
Increased enrichment/ cultural capital opportunities for all children.	Trial the school providing financially contributing to extra-curricular opportunities, such as, after school clubs and specialised sessions.	Increased opportunities for all children and reducing financial pressures on families. [EEF Toolkit + 4/2 months]	Agreement to fund a termly after school club and consider different opportunities for individual children.	CM/GW/MJ	Contribution to staffing costs and extra-curricular opportunities. Approximately £1,000
Successful inclusion of all children enabling them to access and manage a wide range of learning opportunities enhancing their outcomes and life chances.	Senior Leadership Team providing 1:1 teaching and emotional support for individual children for periods of time.	Individual children made positive progress in their learning, wellbeing and outcomes as evidenced in observations, data and feedback. Individual children successfully integrated with their peers. [The EEF Teaching & Learning Toolkit indicates that a range of strategies have high/moderate/low impact for low/moderate/high costs based on moderate/extensive research, for example, metacognition/self-regulation + 7 months, 1:1 tuition + 5 months, social & emotional learning + 4 months and behaviour interventions/ individualised Instruction + 3 months]	Individual children made positive progress. Continue to explore a range of alternative cost effective strategies to accelerate the successful inclusion of children.	CM/GW/MJ	Contribution to staffing costs. Approximately £4,000.
<b>Budgeted Costs</b>					Contribution to staffing and resources costs. Approximately £5,000.*

\*Additional monies are identified for the uniform allowance.

## Additional Details

- ❖ The school aspires for all of our children to be the very best that they can be in every sphere of their learning. The school's innovative curriculum and effective pedagogical approaches aim to provide outstanding teaching and learning for all of our children. The school has developed an ambitious curriculum that is designed to enable all children including these disadvantaged to acquire the knowledge, skills, self-belief and cultural capital to succeed in life. Developing high levels of competency in English and Mathematics is a central aspect of our curriculum, but we also believe that it is the right of each child to experience a broad, balanced and highly motivating curriculum through our whole school Learning Adventure approach. Our Learning Adventures provide purposeful contexts for the children's learning, delivered through an inquiry approach and using the Mantle of the Expert pedagogy. Alongside our positive and caring ethos, our comprehensive provision, opportunities and guidance enables the children to develop the appropriate skills and qualities to enhance their behaviour, personal development and wellbeing.
- ❖ The school has extensive extra-curricular provision with a wide range of after-school clubs providing opportunities for children to extend their skills, experiences and learning, such as, artistic, musical, sporting & cultural opportunities. This enables all children to nurture, develop and stretch their skills, talents and interests.
- ❖ The school's Inclusion Leader retired at the end of the autumn term 2019 and in the interim period pending the appointment of a new Inclusion Leader, the headteacher will coordinate and monitor provision for all pupil premium children.
- ❖ The school ensures that pupil premium children are entitled to an annual school uniform allowance and attend a school based extra-curricular after school club each term free.
- ❖ Over half of the children identified as pupil premium have SEN including speech, language & communication, cognition & learning and/or social, emotional & mental health needs. Additional proposed expenditure will include assessments completed by an external SEN specialist and targeted SEN TA support.