

Pupil Premium Strategy Statement Summary Information

School	Rushcombe First School				
Academic Year	2020 - 2021	Total PP budget (forecasted)	£30,555 [£32,415 including service children]	Date of most recent PP Review	
Total number of pupils	298	Number of pupils eligible for PP	22 FSM/Ever 6 3 LAC/PA	Date for next internal review of this strategy	Summer 2021

Current Attainment [2018-2019 Results: Due to the exceptional circumstances of the COVID-19 pandemic and the national lockdown, in line with government guidance, national, local and school based assessments did not take place the summer term 2020. In the autumn term 2020, Year 2 children completed the Year 1 Phonic Screening Check – see below for details and outcomes.*]

	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 a pass in the national delayed Year 1 Phonics Screening Check by Year 2 children in the autumn term 2020	3 of the 3 children passed the Year 2 phonic screening check [100%]	
% 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]		
Internal Barriers		
A	Overall low baseline at the beginning of EYFS particularly in Personal, Social & Emotional Development, Communication & Language, Physical Development, Literacy and Mathematics.	
B	The language skills of some individual children is impacting on their phonic, reading and writing development.	
C	The social and emotional skills of some individual children is impacting on their confidence, self-esteem, independence and the ability to self-regulate.	
External barriers		
D	The exceptional circumstances of COVID-19 pandemic, including national lockdowns, impacting on the attendance, progress and development of some children.	
E	The limited opportunities for enrichment including the participation in the arts, physical and outdoor activities of some individual children.	
Desired Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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 them to participate actively in all learning opportunities.
B.	Enhanced language skills enabling children to develop their phonic, reading and writing development as evidenced by teacher observations/assessments, standardised/national assessments and pupil tracking information.	Children demonstrate enhanced language, phonic, reading and writing skills with the majority achieving age related expectations including passing the Y1 phonic screening check.
C.	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 and play 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 and play opportunities.
D.	Enhance the attendance, progress and development of children who require 'catch up' as evidenced by teacher observations/assessments, standardised/national assessments, pupil tracking information and attendance data.	The progress of children who require 'catch up' is addressed with the majority achieving age related expectations and the attendance of all children is in line with national/school expectations.
E.	Increased enrichment/cultural capital opportunities for all children as evidenced in curriculum provision documentation, teacher observations, enrichment participation and children/family feedback.	Children participate in a wide range of art, physical and outdoor learning opportunities.

Planned Expenditure					
Academic year	£30,555 [£32,415 including service children] ~ 2020 – 2021				
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?
[A, C & E] 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/CM	An ongoing and effective system of school monitoring including regular staff discussions, school reviews and pupil tracking information [termly].
[A, C & E] 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 the use of inquiry, collaborative problem solving, MOE, TED, Reggio principles, the arts, metacognition, feedback and reflection.	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>[A, B & D] Address the learning requirements of all children following the national school closures linked to the COVID-19 pandemic with a focus on those requiring 'catch up'. [Closing achievement gaps, raising attainment and accelerating progress for all children]</p>	<p>Completion of baseline assessments ensuring that curriculum planning builds upon the children's needs and starting points. The implementation of an ambitious and broad curriculum from the start of the autumn term, whilst using flexibilities to create time to cover any important missed content, including consolidating and extending learning as a result of the national school closures. Employment of additional staff time.</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>			
Budgeted Costs					<p>Contribution to staffing, school development and CPD costs. Approximately £12,000.</p>
ii. Targeted Support					
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?
<p>[A, B & D] Increase phonic skills and knowledge to improve reading and writing fluency.</p>	<p>Further develop the agreed phonics framework from EYFS to Year 2, including materials for intervention guidance in KS2. Employment of additional staff time to complete assessments and implement support programmes.</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 & 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>[A, B & D] Enhance children's love of reading and richness of language, including a focus on comprehension skills.</p>	<p>Staff development on providing language rich opportunities including the trialling of different strategies to enhance language, the love of reading and comprehension skills. [reading challenge, adjective wall, whole class fiction, drama and philosophical discussion]</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 & Learning Toolkit indicates that oral language interventions has moderate impact for very low costs based on extensive research [+ 5 months] and reading comprehension strategies has high impact for very low costs based on extensive research [+ 6 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>[A, C & E] Develop children's physical, social and emotional development with a particular focus on motor and physical skills.</p>	<p>Employment of PE teacher /leader providing a wide range of opportunities including increased motor skills/physical/outdoor opportunities with children in EYFS.</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 & Learning Toolkit indicates that physical, social, emotional and outdoor learning has moderate impact for moderate costs based on moderate/extensive research [+ 4 months]. In addition, Early Years interventions indicate moderate impact for very high costs based on extensive research [+ 5 months].</p>	<p>Senior Leadership Team/EYFS Team/PE Curriculum Leader 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>[A, B & E] 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 & 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>
Budgeted Costs					<p>Contribution to school development, CPD, staffing and resources costs. Approximately £12,000.</p>
<p>iii. Other Approaches</p>					

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?
<p>[A, B, C, D & E] Further enhance the school's positive ethos, with a focus on provision for supporting mental health and emotional wellbeing</p>	<p>Carry out review of provision for emotional wellbeing and devise whole school community vision, introducing therapeutic approaches and including strategies to support children's wellbeing during the COVID-19 pandemic. Further develop the voice of the child within the curriculum and life of the school, with a focus upon the teacher/child dynamic [linking to pedagogy] and the child as a social actor [linking to Talk Together Time].</p> <p>Further develop opportunities for regular and purposeful outdoor learning.</p> <p>Promote opportunities for positive play/open ended play as a means to support children's thinking skills, imagination, collaboration skills, engagement with nature and wellbeing.</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> <p>The EEF Teaching & Learning Toolkit indicates that social and emotional learning has high/moderate/low impact for very low/moderate costs based on extensive research [+ 4 months], outdoor learning [+4 months], collaborative learning [+ 5 months], self-regulation [+7 months] and arts participation [+ 2 months].</p>	<p>Senior Leadership Team/Inclusion Leader/PE, Outdoor and PSHE Curriculum Leaders monitoring on a regular basis.</p>	<p>GW/LH</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>[D] Support high attendance rates and engagement including developing remote learning and home/school communications in light of the COVID-19 pandemic.</p>	<p>The continued promotion of excellent school attendance including the provision of effective information, support and communication [remote learning & digital communications] for those children/families who may</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.</p> <p>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>

	need to self-isolate/based at home.	The EEF Teaching & Learning Toolkit indicates that digital technology has moderate impact for moderate costs based on extensive research [+ 4 months]. Note: EEF COVID19 & Remote Technology Guidance [2020]			
Budgeted Cost					Contribution to school development, CPD, staffing and resources costs. Approximately £9,000*

*Additional monies are identified for the uniform allowance.

Review of Expenditure					
Note ~ Due to the exceptional circumstances of the COVID-19 pandemic, aspects of practice and priorities were adapted to meet the needs of the children and their families including the provision of home learning, emotional and mental health guidance, financial and family support. In addition, there is now a focus on addressing the progress of children who require 'catch up', following national school closures, with a particular reference to English and maths, alongside the continuation of some priorities.					
Previous Academic Year	£18,780 [£20,280 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	Estimated Impact	Lessons Learned	Staff lead	Cost
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.	Staff illustrated increased knowledge, skill and confidence in providing high quality learning experiences as evidenced by school self-evaluation activities including observations, assessments and feedback. The school has successfully and consistently maintained positive assessment results over a number of years. The EEF 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.	The successful provision of a rich, stimulating and innovative curriculum has been established across the school that enhances learner motivation, knowledge, understanding, skills and progress. Ongoing priorities have been identified to continue the development of innovative curriculum and pedagogy. [see SDP for further details]	GW	Contribution to school development and CPD costs. Approximately £1,500.

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 the use of inquiry, collaborative problem solving, MOE, TED, Reggio principles, the arts, metacognition, feedback and reflection.	Staff provided purposeful contexts for the children's learning through the school's whole school Learning Adventure approach. This was evidenced by school self-evaluation activities including observations, learning walks and feedback. The EEF 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.	The successful provision of a rich, stimulating and innovative curriculum 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]	GW	Contribution to school development and CPD costs. Approximately £1,500.
Embed research about the development of memory into teaching and planning cycles enhancing the learner's retention of key knowledge, skills and understanding.	High quality continuous staff development led to enhanced pedagogy, teaching and learning including the reviewing planning cycles and curriculum planning.	High quality CPD about the development was provided and incorporated into teaching and planning cycles enhancing the learner's retention of key knowledge, skills and understanding. This was evidenced by school self-evaluation activities including planning & learning evaluations.	Continue to further embed research about the development of memory into teaching and planning cycles.	GW	Contribution to school development and CPD costs. Approximately £1,000.
				Budgeted Costs	Contribution to school development, CPD and resources costs. Approximately £4,000.
ii. Targeted Support					
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Staff lead	Cost
Increased phonic skills and knowledge to improve reading and writing fluency.	Staff developed and implemented a phonics programme to accelerate the progress for different children including those requiring 'catch up'.	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. 95%+ of Year 2 children achieved the expected standard. [EEF Toolkit + 4 months]	To further develop the agreed phonics framework from Foundation to Year 2, including materials for intervention guidance in KS2.	CM	Contribution to staffing costs, support, training and resources.

Enhance language and phonic skills to improve reading and writing fluency.	Staff development on providing language rich opportunities and environments. Implementation of individualised spelling/ high frequency word programme.	The programme enabled different children to develop their language and phonic skills and improve their reading and writing fluency as evidenced in teacher observations/assessments. Due to the exceptional circumstances of the COVID-19 pandemic and the national lockdown, in line with government guidance, assessments did not take place in the summer term 2020. [EEF Toolkit + 4 months]	To enhance children's love of reading and richness of language, including a focus on writing through immersive, multi-directional and multi-creative approaches and comprehension skills.	CM	Contribution to staffing costs, support, training and resources.
Promote achievement and challenge for all children with targeted interventions and coaching groups.	Employment of additional teacher time.	The school has successfully and consistently maintained positive results including a high number of children achieving 'Greater Depth' over a number of years. Due to the exceptional circumstances of the COVID-19 pandemic and the national lockdown, in line with government guidance, national, local and school based assessments did not take place in the summer term 2020. The EEF Toolkit indicates that mastery learning has moderate impact for very low costs based on moderate research [+ 4 months].	To address the learning requirements of all children following the national school closures linked to the COVID-19 pandemic [with a focus on those requiring 'catch up'], ensuring the continued provision of high-quality learning and the delivery of the school's innovative curriculum within COVID safe guidelines. [Closing achievement gaps, raising attainment and accelerating progress for all children]	CM/GW	Contribution to staffing costs, support, training and resources.
Total budgeted cost					£11,000
iii. Other Approaches					
Desired Outcome	Chosen Action/Approach	Estimated Impact	Lessons Learned	Staff lead	Cost
Enhance emotional and social wellbeing.	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.	The school implemented a range of opportunities although aspects were limited following the national lockdown. Our chickens are being kindly cared for off-site by one of our families. During the national lockdown period, the school provided emotional and mental health guidance, alongside support for children and families. The EEF Toolkit indicates that social & emotional learning and outdoor learning has moderate impact for moderate costs based on extensive research [+ 4 months].	Due to the exceptional circumstances of the COVID-19 pandemic, the school will continue to further enhance the school's positive ethos, with a focus on provision for supporting mental health and emotional wellbeing.	CM/GW	Contribution to staffing costs and extra-curricular opportunities. Approximately £1,000

<p>Enhanced 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>A wide range of positive social, motor/ physical skills opportunities were effectively implemented although aspects limited following the national lockdown. During the national lockdown period, the school provided emotional and mental health guidance including PE/physical activity information, alongside support for children and families. The EEF Toolkit indicates that social & emotional and outdoor learning has moderate impact for moderate costs based on moderate/extensive research [+ 4 months] whilst sports participation has low impact for moderate costs [+2 months].</p>	<p>Due to the exceptional circumstances of the COVID-19 pandemic, the school will continue to further enhance the school's positive ethos, with a focus on provision for supporting mental health and emotional wellbeing.</p>	<p>CM/GW</p>	<p>Contribution to staffing costs. Approximately £1,000.</p>
<p>Increased 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 positive attendance rates and to the school consistently maintaining positive results at the key national/school assessment points over a number of years. However, due to the exceptional circumstances of the COVID-19 pandemic and the national lockdown, many children did not attend school. Research from the DfE [2012] established a positive impact between improved attendance and higher attainment.</p>	<p>The school's overall attendance in 2019/20 was 97.4 %. However, due to the exceptional circumstances of the COVID-19 pandemic and the national lockdown, many children did not attend school. Although the school provided high quality learning resources, it has identified the need to address those children requiring 'catch up'.</p>	<p>CM</p>	<p>Contribution to staffing costs. Approximately £500.</p>
<p>Successful inclusion of all children enabling them to access and manage a wide range of learning opportunities enhancing their outcomes and life chances.</p>	<p>Senior Leadership Team providing 1:1 teaching and emotional support for individual children for periods of time.</p>	<p>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 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</p>	<p>Individual children made positive progress. Continue to explore a range of alternative cost effective strategies to accelerate the successful inclusion of children.</p>	<p>CM/GW/LH</p>	<p>Contribution to staffing costs, support, training and resources. Approximately £3,500.</p>

		interventions/individualised Instruction + 3 months]			
Budgeted Costs					Contribution to staffing and resources costs. Approximately £6,000.*

*Additional monies are identified for the uniform allowance.

Additional Details ~ Due to the exceptional circumstances of the COVID-19 pandemic, aspects of practice and priorities have been adapted to meet the needs of the children and their families including the provision of home learning, emotional and mental health guidance, financial and family support. In addition, there is a focus on addressing the progress of children who require 'catch up', following national school closures, with a particular reference to English and maths.

- ❖ 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 coordinated and monitored provision for all pupil premium children. In the new academic year, the new Inclusion Leader will work alongside the headteacher and will take on the responsibility for disadvantaged 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. In addition, families were provided with financial support in the form of food/shopping vouchers.
- ❖ 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 SEN specialist and targeted SEN teacher/TA support.

*The usual wide range of after-school clubs are not able to take place due to the current exceptional circumstances.