

Pupil premium strategy statement

1. Summary information					
School	Rowdown Primary				
Academic Year	2019/20	Total PP budget	£207,900	Date of most recent PP Review	Sept 19
Total number of pupils	336	Number of pupils eligible for PP	160	Date for next internal review of this strategy	March 2020

2. Current attainment of PP pupils (2019)		
Key Stage One (19 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>(national average- non disadvantaged)</i>
% achieving expected standard in reading	53%	75%
% achieving expected standard in writing	52%	69%
% achieving expected standard in maths	68%	76%
% achieving expected standard in reading, writing and maths	52%	65%
% achieving higher standard in reading, writing and maths	5% (NPPG11%)	11%
Key Stage Two (30 pupils)	<i>Pupils eligible for PP (your school)</i>	<i>(national average- non disadvantaged)</i>
% achieving expected standard in reading, writing and maths	67%	65%
% achieving higher standard in reading, writing and maths	0%	10%
Attainment: Average scaled score reading	102	104
Attainment: Average scaled score maths	103	105
Progress in reading (score, description and confidence intervals)		
Progress in maths (score, description and confidence intervals)	Awaiting data	
Progress in writing (score, description and confidence intervals)		

Year Group	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Total in Year	42	48	53	45	47	58	33
PP children	12	18	28	22	23	38	19
Percentage	29%	38%	53%	49%	49%	66%	58%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Oral language skills in Nursery/Reception are lower for pupils eligible for PP than for other pupils. Without support this impacts on reading progress in subsequent years and on number of PP children achieving a good level of development. Target figure of 70% GLD for PP pupils in 2020	
B.	Acquisition of phonics skills has been slower in the past for PP children in year one in previous years, additional support has improved this. Target of 81% was achieved but GLD figure for current year 1 is low in language & communication skills. Target figure for 2020 of 82% for PP pupils	
C.	Attainment in reading and writing at end of KS1 for PP pupils – 2018 data was broadly in line with National at ES for writing (68%) and above at GD (21%) and 5-7% below National in both for Reading. However, progress was good for both due to the level of support provided. 2019 data was below National other in reading & writing for PP children. (R diff 23% W-16%) Writing - Intervention in year 3 to move PPG chd to Exp. Target 45% of the 9 PP children who are below Exp to move to Exp by summer 2020 Reading - Move 5/9 PP chd to Exp (66%)	
D.	Performance of yr 6 PP children in Reading, which impacts on combined figure for group. Reading 68% national 73% (PP boys – 59%) 2020 = In current year 6 – (9 PP boys target 6 to reach Exp or better) 10 girls target - 100% National GD/2019 – 27% overall target of 80% pp children at ES+ PP children - GD target Reading 42% - GD/PP combined 21%	
External barriers (issues which also require action outside school, such as low attendance rates)		
E.	Attendance rates for PPG children is below other pupils – impacting on attainment and progress – 96% target for all children PA 11.5% PA PPG 12%	
F.	Children arrive at school not ready to access learning. Due to emotional and physical neglect at home.	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Improve oral language skills and early phonics knowledge for pupils eligible for PP in Early Years	GLD figure for PPG pupils in 2019 was 66%, target figure for 2020 is 70%
B.	Improve phonics acquisition in current Year One cohort for pupils eligible for PP	In 2019 81% of PPG pupils passed test, target figure for 2020 is 82%
C.	Continue to improve attainment in reading & writing at end of KS1 for PP pupils – specifically boys who are the vulnerable PP children in this year group (4 boys, one girl)	53% in 2019 at ES+ in writing, 53% also in reading Target for 2020 reading & writing 75%

E	Raise the attainment standards of our current year 3 PPG children in reading & writing	At end of KS1 n 2019 53% of PP pupils reaching ES+ in writing (6% GD). 53% in reading (16% GD) Interventions in year 3 to target these PPG who did not reach Exp standards in R& W year 2.
F	Improve reading attainment for yr 6 PP children (and combined)	In 2019 70% of PP pupils reached ES/GD in reading at end of KS2. Target figure of 80% for 2020 for reading Combined target to be calculated in January
G	Improve attendance for PP children – reaching expected 96%	2019 PP attendance 94.79%, PP PA – 14.5% All children attendance 95.1% All children PA – 11.5% Attendance gap – 0.31% PA gap – 3% Target for 2019/20 of 95.5 PP attendance overall, PA target figure of 10%

5. Planned expenditure

Academic year

2019/20

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?
<p>Improve oral language skills and early phonics knowledge in EYFS for pupils who are PP. A focus on developing oracy and communication skills by encouraging longer conversations and saturating the environment with activities that stimulate talk and communication. Target of 70%</p>	<p>EY lead and HT monitor progress of PP children across the year. Extra interventions/ support in identified areas for PP children.</p>	<p>Oracy programme has been delivered for a number of years and all children have benefitted from this. Acquisition of language skills impacts on early writing in Reception classes and reading confidence. This is embedded but needs delivering each year and training of other TAs.</p> <p>More able children can have phonics with year 1</p>	<p>Monitoring of RWI programme delivery.</p> <p>SLT to look at half termly assessments. KS1/EYFS lead to monitor groups. Training for TAs in EYFS on developing conversations with children. Monitor quality of teaching & learning. Monitor overall provision.</p>	<p>KS1/EYFS lead</p> <p>HT</p>	<p>Jan 2020 April 2020 July 2020</p>
<p>Maintain the % of PP children in yr1 who achieved the phonics screening. (38% of current Yr 1 group are PP) 2020 target of 82%</p>	<p>KS1 lead to monitor phonics groups closely & look at progress.</p> <p>Monitor all teachers & TAs who deliver phonics. Staff training where necessary.</p>	<p>Phonics data has increased over three-year period on an upward trend. 81% PP in 2019 (57% in 2018)</p>	<p>Tracking of PP children & their level of phonics/ which groups they are in. Re-organising of groups or extra intervention as necessary. Feedback to SLT</p>	<p>KS1 lead & C. Roy</p>	<p>Autumn 2</p>
<p>Improve the attainment of PP boys at the end of KS1 in writing.</p> <p>PP figures: Girls – 10 Boys -17</p>	<p>Teacher to target vul writers in year 2. Run sessions pm to move chd to ES. Boys: (4/27 PP Vul) (4/27 PP No)</p> <p>TA to target early morning support group for writing in Spring term</p>	<p>Targeted interventions were very successful with 2019 cohort. Teachers to lead these interventions PP results at KS1 were not good for all children.</p> <p>70% of cohort PP children at Exp+ . Only one PP girl is vulnerable in this year group.</p>	<p>Tracking of children's progress. Linked to appraisal process.</p>	<p>KS1 lead</p>	<p>Autumn 2</p>

Target PP children in year 3 who didn't reach Exp in reading & writing.	Teachers to target PP chd during writing sessions & Experienced TA to run intervention focus on SPAG to improve chd written work. Identify which areas chd are lacking understanding in. Target & teach this to bridge any knowledge gaps.	Teacher time to give conferencing about chd writing. Most effective form of feedback. TA intervention has had positive impact in the past. TA interventions in reading	Monitoring of books through book scrutiny to include PP targeted chd and progress tracked through data.	Yr 3 staff	Autumn 2
Improve GD outcomes at KS2 for PP chd. (5chd) Improve the number of PP boys achieving R & W	Specialist SPAG teaching for GD & targeted reading sessions inc VIPERS	Small group focus with teacher has proven impact.	Monitoring of progress at year 6 meetings. Parents spoken to at parents evening for support at home with reading/revision books. PP chd given revision guides. Part of teacher's appraisal process	Yr 6 staff/ DHT	Autumn 2 2019
Total budgeted cost					£134,200
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>Improve attendance for PP children – reaching expected 96%</p> <p>Also, reduce the number of persistent absentees among pupils eligible for PP to 12% or below.</p>	<p>Attendance co-ordinator monitors pupils with quick follow up/phone calls. First day response.</p> <p>Attendance rewards in place. Mentors support families/children where needed.</p> <p>SLT targeted phone calls to pupils between 90-95% attendance.</p> <p>Early morning clubs to encourage good attendance & punctuality. PPG funding can be used for this</p> <p>Contact Rec children in category as soon as 5.</p>	<p>Need to improve attendance in order for pupils to benefit from additional support to impact on attainment.</p> <p>Also need to ensure pupils are supported for emotional well-being to maximise impact</p> <p>Target figure of 96% for year 2018-19, with % of PA pupils at 12%</p> <p>In 2018-2019 PPG attendance was 94.2% (school overall 95%)</p> <p>PPG % at PA was 14.5% (school overall 13.9%)</p>	<p>Attendance co-ordinator Mentors/Pastoral team</p> <p>Implementation of attendance policy procedures to monitor attendance</p> <p>EWO – analysis termly of figures – meetings with parents where needed</p> <p>Constant positive approach in encouraging parents to bring children to school. Enthusing children with a desire to want to be in school at every opportunity.</p>	HT Attendance Co-ord	Termly

<p>Improve attainment & attendance of those pupils receiving behavioural and emotional support from Mentors & SPIL</p>	<p>Inclusion team to identify and mentor any chd struggling at home/school. Provide breakfast in some circumstances for chd not provided at home. Work with parents to engage them in providing better parenting & role models for their children.</p> <p>Uniform – for chd who arrive without proper uniform. Support for PP children to attend trips & clubs.</p>	<p>% of chd who receive SPIL/mentoring. Mentoring has a positive impact and enables children to access their learning.</p>	<p>Half termly inclusion meetings to discuss progress of all children receiving mentoring & SPIL.</p>	<p>Inclusion team CS & MK</p>	<p>Termly</p>
<p>Support the wellbeing and mental health of all pupils. Develop resilience and self-awareness to help become better learners.</p> <p>Further support through provision of a parent counsellor.</p>	<p>Enhance delivery of PSHE curriculum in school through the introduction and delivery of the Dot Com programme.</p>	<p>Children are unable to progress academically without emotional support. The Dot com programme ensures all children know how to keep themselves safe</p> <p>Supporting our parents has a direct impact on their child's wellbeing, attendance and academic progress.</p>	<p>Whole staff training for Dot Com so all are familiar with programme and language used.</p> <p>Support and supervision for staff delivering programme</p> <p>Purchasing of books for all children</p>	<p>Inclusion Manager TAs SLT</p>	<p>Termly</p>
Total budgeted cost					£73,700

Breakdown of costs

Oracy support for pupils	£16,000
Delivery of phonics/additional support	£22,500
Teacher/TA interventions supporting core subjects	£91,700
Yr 6 Booster group teaching – time and book purchases	£4,000
Attendance co-ordinator/EWO support	£22,000 (including attendance incentives/rewards)
Mentors and SPIL support – uniform/trips	£42,000 (including supervision and parent counsellor) £3,500 Trips support
Delivery of PSHE programme	£1200 for books, £2,000 Training and release costs
Early morning/after school clubs – Breakfast club	£3,000
Total expenditure	£207,900

6. Review of expenditure

Previous Academic Year

2018-2019

Money received - £222,686

Quality of Teaching for all

EYFS: 2019 saw an increase of 3% on the previous year for PP pupils reaching GLD (66%) The overall figure also rose from 70% to 72%.

- This increase represents a continuing 3-year trend that we will look to sustain with continuing support in these key areas this year with a target figure of 70% for PP children.
- Daily sentence writing and Oracy support benefitted Reception pupils and has impacted on early writing and phonics in year one (see 2019 results below.)

KS1: Phonics

- Last year, despite a rise in the overall % of pupils passing the screening test, only 57% of PP pupils passed (8/14) Whole school target for 2019 was 85% (78% or higher PPG- an increase of 21% from 2018 and reducing gap with school non-PPG from 20 to 7%)
- In 2019 81% of PP pupils passed the phonics screening test in yr 1. The overall school figure was also 81%
- As good phonic knowledge is crucial at this age, we will continue to deliver the phonics programme, and targeted support, as previously.

KS1 SATs

- Target set of 68% ES+ for PP children in 2019. Despite support, only 53% of PP pupils reached ES+ in writing and 53% in reading.
- The target for 2020 reading & writing is 75% for PP children, with additional targeted support for these pupils.
- For those children who did not reach ES this year, there will be targeted Interventions in year 3 to support them.

KS2:

- Reading results at end of KS2 were significantly higher this year for PP pupils, with 70% attaining ES+ in reading, 17% of these attaining GD. This is an increase of 12% at ES+ and 3% at GD. Expected Standard. 58% of PP pupils achieved this (14% at Greater Depth)
- This improvement in reading impacted positively on combined data, with 67% of PP pupils attaining ES combined in RWM (2% higher than national figure)
- Awaiting progress data

In year Progress

Targeted support

- July results for attendance: PPG attendance 94.79%
- PPG PA – 14.5%
- All children attendance 95.1%
- All children PA – 11.5%
- Attendance gap – 0.31%
- PA gap – 3%

