

Pupil premium strategy statement (primary)

1. Summary information					
School	Rustington Community Primary School				
Academic Year	2018/19	Total PP budget	£88440	Date of most recent PP Review	July '18
Total number of pupils	540	Number of pupils eligible for PP	80	Date for next internal review of this strategy	July '19

2. Current Progress Data			3. Current Attainment Data for Year 2 and Year 6		
	Pupils eligible for PP	Pupils not eligible for PP		Pupils eligible for PP	Pupils not eligible for PP
% achieving in reading, writing and maths			% achieving in reading, writing and maths	tbc 53%	tbc 72%
% making expected or accelerated progress in Reading			% achieving in Reading	25% 74%	80% 84%
% making expected or accelerated progress in Writing			% achieving in Writing	25% 54%	73% 81%
% making expected or accelerated progress in Maths			% achieving in Maths	38% 67%	74% 78%

	<i>Desired outcomes and how they will be measured</i>	<i>Success Criteria</i>
A.	Improved Reading skills for Pupil Premium Pupils than non-Pupil Premium children in KS2 (diminished difference)	Increased engagement in Reading for all PP children. Increased % of PP children making accelerated progress and achieving the expected standard.
B.	Improved Writing skills for Pupil Premium Pupils than non-Pupil Premium children across the school (diminished difference)	Increased engagement in Reading for all PP children. Increased % of PP children making accelerated progress and achieving the expected standard.
C.	Improved Maths skills for Pupil Premium Pupils than non-Pupil Premium children across the school (diminished difference)	Increased engagement in Reading for all PP children. Increased % of PP children making accelerated progress and achieving the expected standard.
D.	Improved emotional well-being of Pupil Premium Children	Increase number of PP children receiving pastoral support/impact of support

4. Planned expenditure					
Academic year					
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?
Improved outcomes in KS2	Supported time to access Accelerated Reader Targeted programme of interventions	Education Endowment Foundation research showed that AR added 3 months extra progress to children after 22 weeks and was found to be “at least equally effective for FSM-eligible pupils and so could be part of any attempt to reduce the poverty gradient in literacy on transfer to secondary school.”(EEF, AR Report, Feb’15)	Appropriate training for all staff within the school setting regarding the administration and on-going use of AR. Training and support for staff delivering interventions. Intervention staff to be given time to effectively plan interventions.	SLT SEN Team	Interventions half-termly, data collected by SEN Team and fed back to SLT AR half-termly following launch in January 2019
Total budgeted cost					£32,190
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?
Improve the end of year outcomes for children those children currently WTS expectations in Maths and Literacy	Programme of interventions devised by the SEN team	We will provide extra support to ensure Progress and attainment of PP pupils is improved. Small group interventions with trained staff has been shown to be effective, as discussed in reliable evidence sources such as Visible Learning by John Hattie and the EEF Toolkit.	Training and support for staff delivering interventions. Intervention staff to be given time to effectively plan interventions.	SLT SEN Team	Interventions half-termly, data collected by SEN Team and fed back to SLT
Improve outcome for PP children at the end of KS2	1:1 additional tuition for Year 6 PP children in Literacy and Maths by teaching staff.	Research from Education Endowment Foundation says that: “Evidence indicates that one to one tuition can be effective, delivering approximately five additional months’ progress on average.”	Tuition will be delivered by talented teachers within the school. Assessments will be on-going throughout the year.	SLT	Half-termly assessments
Total budgeted cost					£37,500

iii. Other approaches

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?
Improve the well-being and resilience of children across the school.	Daily access to www.zumos.co.uk	<p>We want to combine academic interventions with this additional provision to target happiness and well-being using Zumos. (www.zumos.co.uk)</p> <p>Key points from the evidence from Public Health England, ('The link between pupil health and wellbeing and attainment', 2014)</p> <ol style="list-style-type: none"> 1. Pupils with better health and wellbeing are likely to achieve better academically. 2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement. 3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn. 4. A positive association exists between academic attainment and physical activity levels of pupils. 	<p>Train appropriate staff and monitor results provided by Zumos to track well-being of PP children.</p> <p>Regular feedback from SEN Team to class teachers and SLT.</p>	SEN Team	Half-termly and additional times for some children who may need more regular support.
Removing barriers to learning through pastoral support	<p>Pastoral support worker to work with children and their families on 1:1 basis (or small group when appropriate)</p> <p>Proportion of SENCo Team support to be directed at supporting PP children and their families to remove individual barriers to learning.</p>	<p>A student's emotional wellbeing majorly impacts their ability to do well at school. Students who lack confidence and are afraid to take educated guesses could have emotional issues that are affecting their learning. There can be a number of emotional factors at play in a student's learning including fear of embarrassment, doubt and inadequacy, all of which can lead to self-sabotaging emotional states.</p> <p>On an individual level, students often have personal issues that affect their learning. For example, students with diagnosed learning difficulties like autism or Asperger's syndrome will find certain elements of learning more challenging than others. Similarly, students with learning impairments like dyslexia may find that their personal barriers hinder their progress at times</p>	Regular monitoring of pastoral sessions and interventions, with progress and attainment being tracked at least half-termly.		
All PP children to wear correct and appropriate school uniform.	Provide branded school uniform for PP children, when needed.	To ensure pupil well-being – wearing the same clothing helps to fit in with peers.	All new starters to the school will be notified of a scheme and records kept	SLT Office	Termly meeting with school finance.

			of those families who obtain branded school items through this initiative.		
Ensure that all children have equal access to the curriculum. All children should be able to attend clubs, trips and residential, regardless of family finances.	Parents and carers of PP children to be aware that financial support is available to enable their children to attend clubs and school trips.	Enrichment of the curriculum is vital for both attainment and engagement. No child should be excluded from accessing area of the curriculum.	SLT will liaise with school finance officer to monitor payments for trips and ensure that financial support is given.	SLT School finance	
Total budgeted cost					£19750

5. Review of expenditure

Previous Academic Year	2018/19
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i. Quality of teaching for all

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
 Our full strategy document can be found online at: www.aschool.sch.uk