# Pupil premium strategy statement – September 2021

## This statement details our school’s use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

## It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year’s spending of pupil premium had within our school.

## School overview

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| Detail | Data |
| School name | RGPS |
| Number of pupils in school | 846 |
| Proportion (%) of pupil premium eligible pupils | 25% |
| Academic year/years that our current pupil premium strategy plan covers | 1 year.  We prefer to build in the flexibility to adapt, as required from year to year. This works for us. The DfE funding changes from year to year and the timing of information release is poor (for example this year’s funding figures). Trends for RGPS over time show that pupils from all groups, (including the disadvantaged) almost always make significantly better progress and attain higher than the national average. |
| Date this statement was published | 10th December 2021 |
| Date on which it will be reviewed | September 2021 |
| Statement authorised by | RGPS Governing Body |
| Pupil premium lead | S Abeledo |
| Governor / Trustee lead | J Buckle |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £209,605 |
| Recovery premium funding allocation this academic year | £22,185 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| **At Rush Green Primary School, the most difficult barriers to overcome are:**   * Pupils are generally below age-related expectations on entry into the Early Years Foundation Stage (EYFS) * In September 2020, because the COVID19 lockdown resulted in local nurseries closing and schools being closed for significant periods of time, children on entry in to the EYFS are well below age-related expectations and there is significant high need in our Early Years * Children starting Year 1 in September 2020, will have missed almost 6 months of learning and are significantly behind in PSED and in phonics development * Children starting Years’ 2, 3 and 4 in September 2021, who were already behind in their phonics skills from the previous year, are now significantly behind in their learning * Children starting Year 5 and Year 6 in September 2021 will have to make much accelerated progress to regain their previous trajectories because of time lost. Year 5 and particularly Year 6 have the least time to get back on track, prior to starting secondary settings * A small proportion of families did not engage with the school or the learning materials provided for children during lockdown * Attendance of our vulnerable groups is lowest out of all key groups – particularly for persistent absence (historically, 2016/17 persistent absence (PA) rates were 3x the national figure). In October 2021, our PA was 18% (the national 2019 figure was 8%) * 180 pupils are listed as vulnerable * 66% of our vulnerable pupils have low prior attainment – often because of historically poor prior attendance * 30% of our vulnerable pupils are on child protection or child in need plans and 50% of our vulnerable group are known to social services * 20% of our vulnerable group are listed as having SEND and receive support. Almost all of this group have Speech and Language, ASD or SEMH concerns * A 2019 postcode analysis shows that some of our pupils live in deprivation. In fact, 50 of our children are classed as living in the worst deprived areas of the UK * Almost 20% of our school population live in the worst 20% deprived parts of the UK and 68% of our pupils (more than 2/3rds) live in the top 30% deprived areas in the UK * Almost 20% (132) of our pupils live in households which are defined as being in the bottom third nationally for literacy and numeracy * 22% of our pupils live in areas with very high crime rates * 108 of our children live in areas with some of the highest crime rates in the country   **BARRIERS TO LEARNING**  The National Literacy Trust research report ‘Literacy and Life Expectancy’ (NLT 2018, Gilbert, Teravainen, Clark and Shaw), demonstrates that **children growing up in wards with the greatest literacy challenges** in the country **have significantly shorter life expectancies** than those growing up in wards with fewer literacy challenges.  By closing gaps in education and future employment, we can ensure that every child has the chance to live a happy, healthy, successful and long life – regardless of their background.  **At Rush Green Primary School, we aim to turn the class system on its head, promote social mobility for our pupils and inspire our pupils to be the policymakers of the future.** |

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

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| Challenge number | Detail of challenge |
| 1 | **Safeguarding** |
| 2 | **Attendance and high persistent absence rates** |
| 3 | **Closing gaps in learning** |
| 4 | **Complex needs, including SEMH, other forms of SEND, social worker involvement (ACEs - adverse childhood experiences), historical attendance problems (pre-Covid), low prior attainment and stalled learning progress** |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

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| Intended outcome | Success criteria |
| **Pupils are safe and in school.** | **Persistent absence improves from 18% (current levels) existing levels to pre-Covid levels (8%).**  **Overall attendance rates are at least in line with national figures.**  **Where there are, or have been safeguarding concerns, children are in school, can be seen and are safe.** |
| **Gaps in learning close.** | **High quality staff training leads to improved outcomes for all pupils.**  **Teaching staff are better able to direct learning so that it meets the needs of all pupil groups.**  **Progress is accelerated so that gaps in learning begin to close with peers.** |
| **Complex needs for many disadvantaged children are met.** | **Multi-agency working results in pupil needs being met.**  **High needs pupils are regulated and engage in learning.** |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £25,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| NPQLTD cover costs 8 x days training  Cover costs | Improve the quality of teacher training across the setting and ensure that staff needs are met.  **Effective Professional Guidance Report**  [Effective Professional Development | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development)  *Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.*  *And*  *PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well‑designed, selected, and implemented so that the investment is justified.*  **The EEF Guide to Supporting School Planning: A Tiered Approach**  [The\_EEF\_guide\_to\_supporting\_school\_planning\_-\_A\_tiered\_approach\_to\_2021.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf)  *‘Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.’*  *And*  *‘Having deep subject knowledge and a flexible understanding of the content being taught is clearly important.’*  **The Nuffield Early Language Intervention (NELI)** is a programme for children in Reception (4-5 years) which has been found to improve children’s language and early literacy skills. The programme involves a trained teaching assistant providing short small-group and individual teaching sessions to around 3-6 pupils for 20-weeks. Robust evaluations found NELI children made on average 3 months of additional progress in language.  [Home | Nuffield Early Language Intervention (NELI) (teachneli.org)](https://www.teachneli.org/)  **EEF: 15 Lessons Learned in the EEF’s First 6 Years**  [​15 key lessons learned in the EEF’s first six years | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/news/15-key-lessons-learned-in-the-eefs-first-six-years)  *‘What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.’*  [EEF\_Key\_lessons\_learned.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf)  *‘Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.’* | 3/4 |
| NELI training costs and cover  4 x 3 days of training (68 hours in total)  80 hours of delivery time over 20 weeks  12 days cover costs | 3/4 |
| Maths Mastering Number Programme (NCETM) training. Costs for cover  3 x staff (YR, 1 and 2) 1.5 days cover per person = 4.5 days cover at | **NCETM Project (National Centre for Excellence in Teaching Mathematics)**. The aim over time is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Attention will be given to key knowledge and understanding needed in Reception classes, and progression through KS1 to support success in the future.  Work Group lead participants will be supported by central training and resources. There is an expectation that they will provide a daily teaching session for all children of 10 to 15 minutes, in addition to their normal maths lesson. There is also the expectation that they will contribute to an online community to share practice and engage in critical reflection.  **EEF: 15 Lessons Learned in the EEF’s First 6 Years**  [EEF\_Key\_lessons\_learned.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf)  *‘What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.’*  **Ofsted Maths Teaching Review**  [Ofsted publishes research review on mathematics education - GOV.UK (www.gov.uk)](https://www.gov.uk/government/news/ofsted-publishes-research-review-on-mathematics-education)  And  **The EEF Guide to Supporting School Planning: A Tiered Approach**  [The\_EEF\_guide\_to\_supporting\_school\_planning\_-\_A\_tiered\_approach\_to\_2021.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf) | 3/4 |
| Havering Professional Development SLA | See above | 3/4 |
| Phonics Training for staff – use of phonics expert. Cost of expert and staff cover for bespoke training.  X3 days cover | **Reading Development Framework: July 2021**  The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk) (Section 3)  **Jim Rose, 2006, Independent Review of Early Reading**  [untitled (ioe.ac.uk)](https://dera.ioe.ac.uk/5551/2/report.pdf)  **EEF: 15 Lessons Learned in the EEF’s First 6 Years**  [EEF\_Key\_lessons\_learned.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf)  *‘Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.’* | 3/4 |
| Induction for 6x teachers course (internally run Good to Great course) followed by…  4 days cover costs  Coaching and mentoring, team teaching and peer review work and cover arrangements  6 x staff mentored with 3 x mentors. Coaching training for lead x2 days  20 hours of coaching per person and cover costs for 20 hours of cover per person = 40 hours of cover per pair. | **The EEF Guide to Supporting School Planning: A Tiered Approach**  [The\_EEF\_guide\_to\_supporting\_school\_planning\_-\_A\_tiered\_approach\_to\_2021.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf)  *‘Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.’*  **EEF: 15 Lessons Learned in the EEF’s First 6 Years**  [EEF\_Key\_lessons\_learned.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf)  *‘What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.’* | 3/4 |
| Additional subject knowledge and further development courses for teachers and cover arrangements  Cost per year | See above | 3/4 |
| Training on engagement for learning and best practice use of additional adult support  Employment and inhouse training of Teaching Assistants | **Maximising the Impact of Teaching Assistants (MITA)**  [Impact (maximisingtas.co.uk)](https://maximisingtas.co.uk/impact.php) *An independent evaluation has found that schools that undertook the MITA programme improved how TAs were deployed and prepared for their classroom roles, and that participation in MITA was associated with a positive impact in terms of pupil engagement.* And  *Teacher surveys reported that pupil independence improved, and that TAs had a significant or mostly positive impact on this.*  **EEF: Teaching and Learning Toolkit** [Teaching Assistant Interventions | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  **EEF: 15 Lessons Learned in the EEF’s First 6 Years** [EEF\_Key\_lessons\_learned.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf)  *Though previous research had suggested that teaching assistants can have a negative impact on children’s learning, EEF trials have shown how, when properly trained and supported, teaching assistants working in structured ways with small groups can boost pupils’ progress.* | 3/4 |
| Retention and Specialist Teaching  Costs  Music Enrichment  £3500 per term  (2021 summer term costs only) | **The EEF Guide to Supporting School Planning: A Tiered Approach**  [The\_EEF\_guide\_to\_supporting\_school\_planning\_-\_A\_tiered\_approach\_to\_2021.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf)  *‘Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular.’*  **EEF: 15 Lessons Learned in the EEF’s First 6 Years**  [EEF\_Key\_lessons\_learned.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf)  *‘What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high-quality training is limited.’* | 3/4 |

**Targeted academic support (for example, tutoring, one-to-one support structured interventions)**

Budgeted cost (**INCLUDING CATCH UP FUNDING OF £22,185**): **£157,000**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| NTP small group tutoring x 15 session blocks for year 6 – over 3 tranches for reading | **Tutor Trust: Affordable Primary Tuition Evaluation Report and Exec Summary (Nov 201, Durham University)**  [26952.pdf (dur.ac.uk)](https://dro.dur.ac.uk/26952/1/26952.pdf?DDD29+vrfd57+d700tmt)  **The EEF Teaching and Learning Toolkit**  [Teaching and Learning Toolkit | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit)  *Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole-class and whole-school interventions have shown promise but may take longer to show results*  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  *and*  [Small group tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  *One to one tuition and small group tuition are both effective interventions. However, the cost effectiveness of teaching in small groups indicates that greater use of this approach may be worthwhile.*  **Literacy and Life Expectancy (Feb 2018, National Literacy Trust)**  [Literacy and life expectancy | National Literacy Trust](https://literacytrust.org.uk/research-services/research-reports/literacy-and-life-expectancy/) *The report found that children born into communities with the most serious literacy challenges have some of the lowest life expectancies in England:*   * *A boy born in Stockton Town Centre (which has some of the most serious literacy challenges in the country) has a life expectancy****26.1 years shorter****than a boy born in North Oxford (which has some of the fewest literacy challenges)* * *A girl born in Queensgate, Burnley (which has some of the most serious literacy challenges in the country), has a life expectancy****20.9 years shorter****than a girl born in Mayfield, Wealdon (which has some of the fewest literacy challenges)*   *What’s more, these inequalities even exist within the same communities:*   * *In Middlesbrough, a boy born in the ward of North Ormesby (which has some of the most serious literacy challenges in the country) has a life expectancy of 71.4 years, which is****11.6 years shorter****than a boy born just****2 miles away****in Marton East (which has some of the fewest literacy challenges in the country) who has a life expectancy of 83 years; the gap is****9.4 years****for girls (76.5 years vs 85.9 years)*   **Reading Development Framework: July 2021**  The reading framework: teaching the foundations of literacy - GOV.UK (www.gov.uk) (Section 3)  [Section 3: Word reading and spelling (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000914/Reading_framework_Teaching_the_foundations_of_literacy_-_Section_3.pdf)  **Jim Rose, 2006, Independent Review of Early Reading**  [untitled (ioe.ac.uk)](https://dera.ioe.ac.uk/5551/2/report.pdf)  **EEF: 15 Lessons Learned in the EEF’s First 6 Years**  [EEF\_Key\_lessons\_learned.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Annual_Reports/EEF_Key_lessons_learned.pdf)  *‘Early Years education has huge promise in preventing the attainment gap becoming entrenched before children start school. However, it has not – yet – yielded as much as it should. Professional support and training for early years workers is key. Areas with potential include communication and language approaches; self-regulation strategies; and parental involvement.’*  **Literacy Changes Lives**  [Literacy Changes Lives (2008): An advocacy resource | National Literacy Trust](https://literacytrust.org.uk/research-services/research-reports/literacy-changes-lives-2008-advocacy-resource/)  *This review of existing literature presents overwhelming evidence that literacy has a significant relationship with a person’s happiness and success. It gives a clear indication of the dangers of poor literacy and also the benefits of improving literacy for the individual, the community, the workforce and the nation.* | 3/4 |
| 1:1 and small group tutoring by expert teacher for year 6  Reading | 3/4 |
| 1:1 tutoring in year 6 as CTs are released by teachers by expert teachers for 2 afternoons per week, so that they can carry out forensic support in literacy and numeracy FTE 1 day per week from January to June 30th | 3/4 |
| NTP small group tutoring x 15 session blocks for year 5 – over 3 tranches  Reading | 3/4 |
| 1:1 and small group tutoring by expert teacher for year 5  Reading | 3/4 |
| NTP small group tutoring x 15 session blocks for year 4 – over 3 tranches  Reading | 3/4 |
| NTP small group tutoring x 15 session blocks for year 3 – over 3 tranches  Reading | 3/4 |
| NTP small group tutoring x 15 session blocks for year 3 – over 3 tranches  Writing  1:1 and small group tutoring by 2 x expert teachers for year 3  Early reading and reading x 2 days per week  Year 3 additional programme for reading/phonics and writing every morning for 14 weeks – 5 x 30min sessions before school x 4 x TAs and release of teachers through 1 x Expert Teacher | 3/4 |
| 1:1 and small group tutoring by expert teacher for year 3  Reading | 3/4 |
| Y2 Phonics intervention for early readers using tutoring | 3/4 |
| Y1 Phonics intervention for early readers  Year 1 additional phonics support targeted to children with poor attendance and with difficulties in reading. Almost 80% of these children identified as FSM or vulnerable. Reading/phonics every morning for 14 weeks – 5 x 30min sessions before school x 4 x phonics expert TAs | 3/4 |
| Additional SEND support outside of notional funding and EHCs (includes some speech and language provision)  Speech and Language Support to help 33 children that have missed early phonics but are not SEND. Training delivered within school setting and written programmes. Cost of therapist/year. |  |

**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

**Budgeted cost: £131,800**

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Pastoral support, including:  1x Full-time (DSL) Designated Safeguarding Lead  4x additional DSLs to support  Parent Support Advisor and Attendance Officer  Training required for DSLs  Supervision for DSL  Early Help CAF support  £3000  LBBD MASH Hub costs (SLA)  BDSIP Inclusion Team costs (SLA)  EAL support costs (SLA)  £3000  Counselling Service for pupils and staff  Educational Psychologist Support  (SLA)  £7000  Teaching assistants in classes  Farm upkeep costs  Lunchtime provision for children with behavioural difficulties  MDA staffing of lunchtime provision  Equipment for above lunchtime provision  Sensory room resources x3 sets | **The EEF Guide to Supporting School Planning: A Tiered Approach**  [The\_EEF\_guide\_to\_supporting\_school\_planning\_-\_A\_tiered\_approach\_to\_2021.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf)  and  [Pupil premium - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/pupil-premium/pupil-premium)  **Relationships Between Student Engagement and Academic Achievement (Gunuc, 2013, International Journal of New Trends in Education)**  [19.GUNUC (ijonte.org)](http://ijonte.org/FileUpload/ks63207/File/19..gunuc.pdf#:~:text=Student%20engagement%20is%20an%20important%20study%20field%20of,and%20social%20activities%20to%20achieve%20successful%20learning%20outcomes.%E2%80%9D)  *The results obtained via the analyses conducted revealed that there were significant relationships between the students’ academic achievement and student engagement as well as between their academic achievement and especially the dimensions of cognitive engagement, behavioural engagement and sense of belonging. In addition, it was found out that cognitive, behavioural and emotional engagements - that is class engagement - predicted academic achievement and explained it with a rate of 10%.*  **Keeping Children Safe in Education 2021**  [Keeping children safe in education 2021 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1021914/KCSIE_2021_September_guidance.pdf) (page 9 – what school and college staff should look out for)  **Dissertation: Analysing Links Between Deprivation and School Attendance (Calderwood 2021, University of Buckingham)**  **And**  **Thesis: Reducing Persistent Absenteeism In Primary Schools (Calderwood 2021, University of Buckingham)**  *The clear links between school attendance and educational outcomes make addressing persistent absenteeism a high priority for all schools.*  **Permanent Exclusions and Suspensions in England (2021)**  [Permanent exclusions and suspensions in England: 2019 to 2020 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/statistics/permanent-exclusions-and-suspensions-in-england-2019-to-2020)  **Pupil Attendance in Schools**  [School attendance and absence - GOV.UK (www.gov.uk)](https://www.gov.uk/education/school-attendance-and-absence)  *Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school.*  **Children Missing Education 2016**  [Stat guidance template (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)  **School exclusions: a literature review on the continued disproportionate exclusions of certain children**  [School exclusions: a literature review on the continued disproportionate exclusions of certain children (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/800028/Timpson_review_of_school_exclusion_literature_review.pdf)  *The extent to which pupils felt they ‘belonged’ in a school was identified as critical in some of the research. This included feeling valued as an individual, having good relationships with peers and teachers, and feeling that their needs were understood and addressed. The higher exclusion rates of pupils with SEMH and additional needs appeared from the research in this literature review to reflect challenges faced by schools and staff in identifying and meeting these needs. This was said to be aggravated by reduced school funding and limited scope to buy in specialist support.* | 1/2 |
| 1/2/4 |
| Attendance awards, including end of year awards | 1/2/4 |
| School Supplementation of trip and visit costs to reduce overall costs for **all** parents  For example, cost of swimming coach in year 5 and costs covered by the school to enable trips to go ahead, when parent contributions do not cover costs. | 2/3/4 |
| Extra-curricular clubs and activities (Including supplemented holiday activity clubs) | 1/2/3/4 |

**Total budgeted cost: £313,800**

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

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| *Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.*   1. Year on year trends and progress measures indicate that pupil attainment in all groups, is significantly above the national average by the time pupils leave KS2. The school has received 4 consecutive awards from the London Mayor’s, Schools for Success Programme for the excellent progress that pupils at RGPS make from well below age related expectations, on entry to the EYFS to the end of year 6 2. RGPS pupils are secondary ready because they are given a broad and balanced curriculum that facilitates the practice of the basic skills 3. Pupils have greater life chances because of this (Literacy and Life Expectancy research – 2018) 4. 10% of our pupils each year now apply to go to grammar schools and over the last few years we have had 3 pupils get into private fee paying schools, such as Brentwood, Forest and Lord Wandsworth on full scholarships. 5. Historically, children who are FSM with high prior attainment (HPA) in KS1 make less progress than their peers with high prior attainment (HPA+FSM). The proportion of FSM pupils in school has significantly increased because many of our families sit in the low income bracket and, with national lockdown, furloughing of workers and redundancies, many parents have worked either reduced hours, or lost jobs. 6. **We also know that current research (Education Policy Institute 2020) says that the gaps between disadvantaged and non-disadvantaged pupils is 4.6 months at the end of the EYFS and this widens to 9.3 months by the end of KS2 and doubles at the end of secondary school.** 7. Numbers of FSM children have risen since the start of the pandemic to 161 families claiming. We also know of several families who refuse to claim. This is an increase of at least 20 families since last year. 8. Mobility in the school is high. Many Eastern European families have moved back to their home countries as a result of Brexit and the pandemic. Some in social housing or temporary housing have been moved to other accommodation further away. We have also seen several families move away from LLBD to the Essex coast, Yorkshire and other areas of the countryside. 9. Despite this our school numbers are still climbing as a result of the very good reputation of the school, strong links with the community and positive outcomes through multi-agency work. The school is now running at 846 pupils, from 742 in 2014. We still have 56 vacancies across the school – the biggest being 7 in year 2, 15 in year 5 and 12 in year 4. We have had some teacher maternity and staff absence in year 4 and 5 over the last year or so, which may have impacted on numbers. 10. 13x FT nursery places take up 26PT places, so a net loss of 13 pupils – which is counted above, although we do get funding for these FT pupils. 11. The move to the additional 26 place nursery (2022), will meet the local demand for FT nursery places and release the PT places in our current nursery setting. 12. Our EHC numbers are currently low with 7 EHC pupils but this is not a true reflection of the SEND profile in the school. We have had an influx of 26 pupils since June 2021, almost all through general admissions and in the infants. We are in the process of completing 16x EHCs to access funding so that we can better support these pupils. We currently have 29 high needs, ASD SEND pupils. We are fighting for funding from Havering LA to get this funding. 13. As a result of the COVID19 pandemic, we have seen large gaps in learning for all groups of pupils throughout the school, and we are working towards the following strategies: 14. Our nursery pupils rising into reception will make up approximately 60% of the cohort (78 places) - since we always take in the remaining reception pupils from other settings. We are not overly concerned about this year group as they have plenty of time to catch up and we know that we have a consistent trend of accelerating progress across the EYFS from being well below on entry to leaving reception at or above age-related expectations. Outstanding practice, the maths mastery programme, NELI (Nuffield Early Literacy Intervention) and targeted curriculum support will facilitate this. 15. We know that our rising reception pupils (going into year 1) are likely to be very affected, since they would not have had the strong base in phonics skills that they would normally have had due to missing such a large part of their reception year. Worryingly, these pupils will not have had the opportunity to meet the requirements of the Early Learning Goals which provide the foundation for future learning to be built upon. We also expect this year group to be most difficult to settle since research indicates that strong work and attendance habits are formed before the age of 5yo. 16. We have planned to stagger the start of the school year by delaying the start of the rising nursery pupils going into reception by a week. We plan to place the reception staff in the year 1 classrooms, with the year 1 teachers and support staff. The twinned outside areas will be resourced using some of the reception equipment and we will use this week as an opportunity to train up the year 1 staff to plan, do and review using the Development Matters document with reception staff on hand to support. The use of reception staff will also provide a smooth transition for anxious parents and pupils who should feel more confident about returning to school and settle into routines more quickly. We plan to continue to use the EYFS approach ‘play based learning’ until the children are ready for a more formal approach. This will be led by the children’s response. 17. In addition to daily phonics in the classroom, our own consistently successful, early phonics intervention will be used following baseline assessment (using phonics screening materials) to identify need. Additional catch-up work for vulnerable pupils will run through the autumn term via using RGPS expert staff in small groups and 1:1s with TA support. This is **not** funded via the Government’s Catch Up funding. Pupils still working on the ELGs (7 pupils) will continue being assessed on this and be given a blended learning approach of EYFS play-based learning and the National Curriculum for Year 1. 18. Year 1 rising into year 2, will have missed intense work on English – including a heavy emphasis on sentence composition, basic grammar, punctuation and most importantly a continued grounding in phonics, blending and the spelling of more complex words. The pupils in this year group missed their phonics screening check last academic year and will now be taking this in December. Basic number will also be an issue for this year group, although we expect this to be picked up through good quality first maths teaching over time. Phonics and reading will need to be recovered very quickly and this will need to be an urgent focus as this will impact on all other areas of learning. In addition to daily phonics in the classroom, our own consistently successful, early phonics intervention will be used following baseline assessment (using phonics screening materials) to identify need. Additional catch-up work for vulnerable pupils will run through the autumn term via online tutoring, using RGPS expert staff in small groups and 1:1s with TA support. Catch Up funding will be used to support reading, following the DfE best practice research on group size etc etc. 19. Additional gaps in writing and number will need to be closed through quality first teaching, however in our experience we have found that pushing the children too quickly, without a solid foundation, leads to fundamental errors and cognitive overload. With this in mind, the only way that we could recover standards at the end of the KS1 would be accelerating children in this way. Although we would potentially attain good outcomes, ultimately learning would not be strong enough to build future learning on top of (think Jenga). Rather than accelerate the children too quickly, we have made a conscious decision to close gaps and therefore recover learning trajectories, over time to avoid dysfluency [see inset training on ‘DfE’s vision for the curriculum NUTSHELL’]. Although we will still push for more managed acceleration by setting a progress measure of 4 RGPS points rather than the 3 we would normally recognise as good progress in a year. 20. In year 2 rising into year 3 and year 3 rising into year 4, we have 7 children that would have normally been picked up in the spring and summer terms for phonics retakes.   Across these two year groups (and actually across the school as a whole) we have attempted to redeploy staff for September to ensure that there were teachers and teaching assistants with up to date, phonics knowledge and experience in every year group. Combined with this, phonics training for staff was delivered in September to ensure that staff were able to recognise key phonics issues, the phonics stages and how to correct issues with misspellings through support for spelling strategies. This work is not complete as we have had to draw on existing support staff to support the high needs pupils meaning that our strongest phonics practitioners have had less impact than we originally planned. Additional bespoke training is being provided to support year 3 teachers that require it.   1. Reading intervention through the Catch-Up programme is being explored with NTP practitioners for year 3 to increase provision, and is in place for our weakest readers in year 4. 2. Year 4 rising to year 5 and year 5 rising to year 6 are expected to have similar gaps as those described in other year groups but because of the time left to get these children secondary ready, these 2 year groups are a key priority. We expect that throughout the school there will be gaps in learning with number and number fluency, reading fluency problems, handwriting and spelling gaps, potential behavioural problems and increased MHWB needs with pupils and parents – particularly with some of our most vulnerable pupils. 3. To address the above issues, we have deployed 2 very experienced staff to remotely tutor pupils for 2 sessions per week in year 5 and in year 6. This work is a blend of English and mathematics and is designed around the year group planning, so that the children are not missing the work the rest of the class are doing but there is an additional focus around the individual child’s needs. During the lessons, the teacher has greater opportunity to unpick misconceptions and reinforce learning where needed and after the lesson, there is feedback to the class teacher. Online tutoring to support our disadvantaged readers, is carried out by experienced RGPS staff (Catch Up).   After Christmas, additional support is provided for 2 afternoons per week from x2 expert teachers – one focusing on year 6 and the other year 5. This will release class teachers for catch up work and forensic support across the basic skills (school funded).   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Attainment Trends for Rush Green Primary (national figures are in red. Note there were no national figures in 2019 and 2020) | | | | | | | | | | END OF KEY STAGE ATTAINMENT | | | 2015-2016 | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 | | Year 6 | Reading | Expected Standard | 87 | 75 | 93 | 89 | 90 | 93 | | *66* | *72* | *75* | *73* |  |  | | Writing | 95 | 82 | 93 | 93 | 90 | 88 | | *74* | *76* | *78* | *78* |  |  | | Maths | 90 | 92 | 93 | 92 | 91 | 78 | | *70* | *75* | *76* | *79* |  |  | | SPAG | 90 | 88 | 91 | 96 | 92 | 95 | | *73* | *77* | *78* | *78* |  |  | | Year 6 | Reading | Greater Depth / High Score | 18 | 21 | 46 | 36 | 43 | 49 | | *19* | *25* | *28* | *27* |  |  | | Writing | 61 | 27 | 26 | 33 | 31 | 25 | | *15* | *18* | *20* | *20* |  |  | | Maths | 31 | 43 | 39 | 48 | 52 | 28 | | *17* | *23* | *34* | *27* |  |  | | SPAG | 45 | 55 | 61 | 80 | 31 | 62 | | *23* | *31* | *24* | *36* |  |  | | Year 2 | Reading | Expected Standard | 79 | 86 | 82 | 76 | 81 | 74 | | *74* | *76* | *75* | *75* |  |  | | Writing | 83 | 79 | 77 | 79 | 80 | 59 | | *65* | *68* | *70* | *69* |  |  | | Maths | 84 | 86 | 82 | 86 | 89 | 66 | | *76* | *75* | *75* | *76* |  |  | | Year 2 | Reading | Greater Depth / High Score | 36 | 31 | 26 | 29 | 32 | 24 | | *24* | *25* | *26* | *25* |  |  | | Writing | 35 | 24 | 20 | 20 | 18 | 14 | | *13* | *18* | *16* | *15* |  |  | | Maths | 37 | 35 | 32 | 32 | 30 | 16 | | *18* | *21* | *22* | *22* |  |  | | Year 2 Phonics | Pupils meeting threshold | | 87 | 98 | 98 | 95 | n/a | 94 | | *91* | *91* | *91* | *91* |  |  | | Year 1 Phonics | Pupils meeting threshold | | 83 | 84 | 90 | 89 | n/a | 70 | | *81* | *81* | *81* | *82* |  |  | | EYFS | Good Level of Development | | 82 | 83 | 80 | 81 | 80 | 61 | |