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| 1. **Summary Information**
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| **School** | Rudgwick Primary School | **Academic Year** | 2018 – 19 |
| **Total PPG budget** |  | **Total PPG Spendature** |  | **Date of most recent PPG review** | Oct. 2018 |
| **Total Number of Pupils** | (211) | **Number of pupils eligible for PPG** | (18) | **Date of internal review of this strategy** | Oct. 2018 |
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| 1. **Whole school Attainment (2017-18)**
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|  | Pupils Eligible for PPG | Pupils not eligible for PPG |
| **% achieving in reading, writing and maths** | **47%** |  |
| **% achieving in reading**  | **76.5%** | **74.7%** |
| **% achieving in writing** | **47.1%** | **67.9%** |
| **% achieving in maths** | **64.7%** | **73.5%** |
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| 1. **Barriers to future attainment (for pupils eligible for PPG, including high attainers)**
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| ***In-school barriers (issues to be addressed in school, such as poor oral language)*** |
| A | Cognition and Learning Difficulties |
| B | Low confidence and self-esteem |
| ***External barriers (issues that also need action outside school, such as low attendance)*** |
| C | Parenting skills |
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| 1. **Desired Outcomes**
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|  | Outcome | Success Criteria |
| A | For all PPG children to be making good progress with their learning and achieving age-related expectations or above. | Assessment and tracking data shows that children eligible for PPG are making good progress with their learning, and their learning is in line with their peers. |
| B | For all children to have access to activities outside of school to boost their self-esteem.For all children to develop self-esteem and self-confidence through school support. | Children who are eligible to PPG are accessing clubs. Children, parents/carers and staff are able to notice a positive impact.Self assessment when accessing school support demonstrates a positive impact |
| C | Parents/carers have the knowledge and skills needed to develop secure relationships and are confident in using positive parenting strategies. | Parent and carers report an increased confidence in parenting skills and are noticing less behaviour conflict at home. |
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| 1. **Planned Expenditure**
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| **Academic Year**  | 2018-19 |
| **The three heading below enable the school to demonstrate how they are using the pupil premium to improve classroom pedagogy, and provide targeted support; and support whole school strategies; whilst also supporting the wider school community.** |
| 1. **Community and Family Outcomes**
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| **Desired outcome** | **Action** | **Success Criteria** | **Intervention** | **Monitoring Tool** |
| Parents/carers have the knowledge and skills needed to develop secure relationships and are confident in using positive parenting strategies. | To provide termly positive parenting classes to strengthen existing abilities and develop new competencies. | Parent/carers report an increased confidence in parenting skills.Parent/carers have other tried alternative strategies to manage behaviour at home.Parent/carers report improved behaviour in the home.Parent/carers are sharing successes within the course. | 6 week parenting course lead led by JS, provided every term. | Feedback from facilitator to HT.Informal feedback/check-ins with participating parents from within the course and outside.Course evaluation form.Decrease in ‘ad-hoc’ parent support provided from within school. |
| Increase the engagement of parents with their children’s education and with the school. | To build a team of parent helpers to support reading in KS1. | Parents are successfully facilitating a weekly RWI guided reading group in KS1Parents are confident in delivering aspects of the RWI reading programme. | KS1 RWI guided reading carousel using parental support.SN to provide training for parent led RWI groups | Parent/carer feedback to SN during initial training and implementation.Parent/carer feedback on how the process has supported their children’s learning at home. |
| Monitor attendance of parents at parents’ evening. | Parents attending consultation evening. | Year group spelling lists and exemplar of work expectations are sent home to clarify expectations. | Register of attendance to consultation evenings. |
| To provide parent workshops throughout the year covering: Maths; Growth Mindset; and Phonics. | Parents are aware of how the school is supporting their child/children in focus areas.Parents are able to support their children at home. | Termly parent workshops. Invitation to parents of PPG children. | Register of attendance.Parental feedback. |
| 1. **Whole School**
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| **Desired outcome** | **Action** | **Success Criteria** | **Intervention** | **Monitoring Tool** |
| For all pupils to be making good progress and achieving age-related expectations or above. | Ensure that pupils who are in receipt of PPG are not falling behind in core subjects. | Assessment and tracking data shows that children eligible for PPG are making good progress with their learning, and their learning is in line with their peers, or above. | SLT to monitor progress and feedback to class teacher.Priority given to PPG children for volunteer readers. | SLT performance review with class teachers.Data monitoring.Reading list for volunteers. |
| Raise the quality of maths learning so that the focus is on conceptual understanding, fluency and basic skills. | End of year maths attainment is in line with age-related expectations.Assessment and tracking data showing that children eligible for PPG are achieving Year group ‘non-negotiables’ in maths. | Staff meetings.Subscription to online Maths support called Conquer Maths.Targeted out of class maths support from SEN TA.Year 6 in-class booster support.Standardised assessment of Maths to track progress.1stClass@Niumber to be implemented in Year 2 | Data from Target Tracker shows end of year maths attainment is in line with age-related expectations.Maths progress monitored termly, through Target Tracker and standardised assessment.Intervention outcomes monitored by VF.Increased staff confidence in teaching maths, and mastery skills embedded in practice. |
| Raise the quality of writing so that the PPG pupils are not falling behind. | End of year writing attainment is in line with age-related expectations. | Monitor consistency and implementation of spelling scheme.Increase opportunities for independence and choice in writing.Wave 1 support reviewed and focus given in staff meeting.Literacy packs used by focus children.Targeted out of class ‘Rapid Writing’ support from SEN TA. | Data from Target Tracker shows end of year writing attainment is in line with age-related expectations.Writing progress monitored termly, through Target Tracker and standardised assessment.Intervention outcomes monitored by VF.Children using Literacy Packs regularly in the classroom. |
| 1. **Pupil Cohort/individual Needs**
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| **Desired outcome** | **Action** | **Success Criteria** | **Intervention** | **Monitoring Tool** |
| For all children to have access to activities outside of school to boost their self-esteem. | Increase the number of children taking part in competitive sport. | Children who are eligible to PPG are accessing clubs, and children, parents/carers and staff are able to notice a positive impact. | All school trips and events are fully subsidised for children eligible for PPG. | Register of participants in competitive sports events and Young voices.Monitor number of PPG children who are taking part in after –school clubs. |
| Increase the number of children taking part in Young voices. |
| Children are able to join the after school clubs. |
| For all children to develop self-esteem and self-confidence through school support. | Learning Mentor time to support individuals to overcome emotional barriers to learning.ELSA time allocated to support children with low self-esteem and self-confidence  | Self assessment when accessing school support demonstrates a positive impact. | Learning Mentor sessions are prioritised for children eligible for PPG.Learning Mentor provides ‘attachment’ support, as needed, for pupils eligible for PP+ELSA sessions are prioritised for children eligible for PPG. | Learning mentor and ELSA evaluations.VF to meet regularly with Learning Mentor and ELSAs.Parental and class teacher feedback Pupil self-assessment. |