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| 1. **Summary Information** | | | | | | | | | | | | | | | | |
| **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)** | | | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | 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%** | |
|  | | | | | | | | | | | | | | | | |
| 1. **Barriers to future attainment (for pupils eligible for PPG, including high attainers)** | | | | | | | | | | | | | | | | |
| ***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 | | | | | | | | | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. **Desired Outcomes** | | | | | | | | | | | | | | | | |
|  | 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. | | | | | | |
|  | | | | | | | | | | | | | | | | |
| 1. **Planned Expenditure** | | | | | | | | | | | | | | | | |
| **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** | | | | | | | | | | | | | | | | |
| **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 KS1  Parents 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** | | | | | | | | | | | | | | | | |
| **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** | | | | | | | | | | | | | | | | |
| **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. | | |