



## 1. Pupil premium strategy statement: Rushall Primary School 2016-2017- REVIEWED

### Summary information

<b>School</b>					
<b>Academic Year</b>	2016/17 Financial Year April 2016- 2017	<b>Total PP budget</b>	£90,010.58 including EYFSP	<b>Date of most recent PP Review</b>	May 2015 November 2014
<b>Total number of pupils</b>	247	<b>Number of pupils eligible for PP</b>	73	<b>Date for next internal review of this strategy</b>	September 2017

## 2. 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*)

<b>A.</b>	Oral language skills in EYFS upon entry to school are lower for pupils eligible for PP than for other pupils. This slows progress in RWM in subsequent years.
<b>B.</b>	High ability pupils who are eligible for PP are making less progress than other high ability pupils across Key Stage 2 in reading. This prevents sustained high achievement in Key Stage 3.
<b>C.</b>	Historical motivation and confidence issues for a small group of Year 5 pupils (mostly eligible for PP) have had a detrimental effect on their academic progress.

### External barriers (*issues which also require action outside school, such as low attendance rates*)

<b>D.</b>	Attendance rates for pupils eligible for PP are 96.1% (in line with the target for all children of 96%). We need to continue to monitor this, as we know that poor attendance reduces school hours and causes children to fall behind. We will continue to monitor attendance on a daily basis and collectively as a leadership team half termly. <ul style="list-style-type: none"> <li>Based on Autumn 1 we 11% (8/71) of pupils who are eligible for PP have attendance below 90%.</li> </ul>
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## 3. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improve oral language skills for pupils eligible for PP across EYFS and KS1.	<ul style="list-style-type: none"> <li>Pupils eligible for PP in EYFS &amp; KS1 make rapid progress by the end of the year so that all pupils eligible for PP meet age related expectations.</li> </ul>
<b>B.</b>	Higher rates of progress across for children in reading, particularly in KS2 for high attaining pupils eligible for PP in reading.	<ul style="list-style-type: none"> <li>Pupils eligible for PP identified as high ability make as much progress as 'other' pupils identified as high ability, across Key Stage 2 in reading. Measured in Y4, 5 and 6 by teacher assessments and successful moderation practices</li> </ul>
<b>C.</b>	Improve the motivational and confidence issues of the Year 5 pupils addressed	<ul style="list-style-type: none"> <li>Increased self-esteem and motivation for identified pupils, Strengths and difficulties questionnaire (SDQ) completed start and end of the year (before targeted interventions)</li> </ul>



		<ul style="list-style-type: none"> <li>Improved standards in RWM- in school data</li> </ul>
<b>D.</b>	Increase attendance rates for pupils eligible for PP.	<ul style="list-style-type: none"> <li>Reduce the number of persistent absentees among pupils eligible for PP from 11% to 6% or below. Overall PP attendance to remain in line with national average and in line with 'other' pupils.</li> </ul>

#### 4. Planned expenditure

**Academic year**      **2016/17**

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?
A. Improved oral language skills in EYFS and Key Stage 1	<p>Staff training on high quality questioning and feedback.</p> <p>Staff training on developing speech, language and communication needs pupils in EYFS and Y1 – using Early Talk Boost and Talk Boost and Wellcomm strategies</p>	<p>We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources, e.g. EEF Toolkit suggest <b>high quality questioning and feedback</b> is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school.</p> <p><i>Early/Talk Boost KS1</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. The programme is delivered in primary schools by classroom teachers and assistants and provides a structured programme that accelerates children's progress in language and communication by an average of 18 months after a ten week intervention. Since launch over 58,000 children have benefited from the programme.</p> <p><a href="http://www.ican.org.uk/talkboost">http://www.ican.org.uk/talkboost</a></p> <p>WellComm: A Speech and Language Toolkit for Screening and Intervention in the Early Years: Revised Edition plays a crucial</p>	<p>Use of EYFS/KS1 departmental meetings to discuss quality of observations and feedback.</p> <p>Peer observation of across EYFS/KS1 to ensure quality of questioning, feedback and observations.</p> <p>Consistent implementation of our Feedback Policy. See children's work for evidence.</p> <p>Talk Boost strategies utilised throughout the school day across EYFS &amp; KS1.</p>	<p>Assistant Head EYFS/English Lead</p> <p>English Team (LO'B, DC, KB &amp; CD)</p> <p>SENDCo in respect of pupils identified with SEND.</p>	<p>Half termly through Pupil Progress meetings throughout 2016 -2 017</p> <p>Early/Talk Boost groups will be delivered according to need, groups will change throughout the year (see intervention records).</p>



		<p>role in identifying children with potential language difficulties and offers a range of customised intervention activities to help support their language development.</p> <p>Easy to administer and score, the screening tool uses a unique traffic light system to help practitioners understand the child's current level of speech and language and to provide a pathway for action, ensuring every child gets the support they need.</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Consider referral to a specialist service for further advice/assessment</li> <li><input type="checkbox"/> Extra support and intervention required</li> <li><input type="checkbox"/> No intervention currently required</li> </ul> <p>With 1 in 10 children under 5 years of age experiencing some degree of difficulty in learning language and communication skills, early identification is crucial. To help achieve this, WellComm Toolkit's clear and easy-to-use record forms enable the screening process to be carried out quickly and efficiently.</p> <p><a href="https://www.g1-assessment.co.uk/products/wellcomm/">https://www.g1-assessment.co.uk/products/wellcomm/</a></p>	<p>Targeted Early/Talk Boost session as a key intervention (see intervention records)</p> <p>Any child meeting the <b>orange</b> and <b>red</b> criteria will be referred immediately to the the SENDCo and a referral to Speech and Language Therapy Team (NHS).</p> <p>Early identification is the key with children with speech, language and communication needs.</p>		
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**IMPACT:**

The implementation of Wellcome and Talk Boost strategies employed in small groups lead by a HLTA on a twice weekly basis and the whole class 'Talk Boost' and language rich approach ensured maximum impact in the area improving standards in speech, language and communication skills.

**EYFS:**

10 pupils were eligible for PP funding. Of the 10 pupils 7 (70) gained GLD 2 – meeting the expected standard in speech, language and communication. Of the three pupils who did not gain GLD 2, they were all on the SEND register and are all continuing to receive additional and specialist support in the area of speech, language and communication needs, e.g. either within our ARP or within the Speech and Language Therapy Team. This will be closely monitored by our SENCo.

**Key Stage 1:**

Within Year 1, eight out of the thirteen pupils (62%) are also on the SEND register for Speech, Language and Communication Needs (SLCN), including three pupils in the ARP with significant SLCN. The five pupils who are not SEND are all met end of year expectations in speech, language and communication. The eight pupils who remain working below year group objectives will continue to receive additional and specialist support in the area of speech, language and communication needs, e.g. either within our ARP or within the Speech and



<p>Language Therapy Team. This will be closely monitored by our SENCo.          Within Year 2, three out of the twelve pupils (25%) are also on the SEND register for Speech, Language and Communication Needs (SLCN). The nine pupils who are not SEND are all met end of year expectations in speech, language and communication. The three pupils who remain working below year group objectives will continue to receive additional and specialist support in the area of speech, language and communication needs, e.g. either within our ARP or within the Speech and Language Therapy Team. This will be closely monitored by our SENCo.</p>					
<p>B. Improved achievement in reading (see table below for current standards in reading)</p>	<p>Quality Feedback and marking.           Meta-cognition strategies to help children think about their learning.           Developing higher order reading skills through targeted comprehension work.</p>	<p>High ability pupils eligible for PP are making less progress than other higher attaining pupils across Key Stage 2 in reading. We want to ensure that PP pupils can achieve high attainment as well as simply 'meeting expected standards'.           We want to ensure that Teachers and TAs are well supported in offering children quality feedback and marking so that children make the best progress possible.           The EEF states that Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves (see also Meta-cognition and self-regulation).   <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p>Half termly data submitted to DHT (Assessment Lead).           Consistent implementation of our Marking and Feedback Policy. See children's work for evidence of quality marking/feedback.           Children's books will evidence progress in reading (higher order skills)</p>	<p>SLT, including English Team</p>	<p>Half termly through Pupil Progress meetings throughout 2016 -2 017</p>
<b>Total budgeted cost</b>					£40,000



**IMPACT:**

<u>Year Group</u>	<u>Number of Pupil Eligible for Pupil Premium</u>		<u>Number of Pupils NOT Eligible for Pupil Premium</u>	
	Autumn 2016	Summer 2017	Autumn 2016	Summer 2017
Reception	50% (5/10)	58% (7/12)	48% (10/21)	76% (16/21)
Year 1	25% (3/12)	38% (5/13)	86% (18/21)	75% (15/20)
Year 2	38% (3/8)	67% (6/9)	68% (17/25)	67% (16/24)
Year 3	46% (5/11)	30% (3/10) 40% (4/10) at half a term below 70% (7/10 working at or half a term below)	71% (15/21)	76% (16/21)
Year 4	9% (1/11)	20% (2/10)	65% (15/23)	78% (18/23)
Year 5	30% (3/10)	30% (3/10) 40% (4/10) at half a term below 70% (7/10 working at or half a term below)	57% (12/21)	62% (13/21)
Year 6	45% (4/9)	60% (6/10)	41% (9/22)	73% (16/22)



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?
A. Improved oral language skills in EYFS & KS1	<p>Small group RWI first thing every morning.</p> <p>Wellcome Assessments carried out during the first term along with Talk Boost strategies.</p> <p>Sentence stems (models) provided visually and adults/children to reinforce.</p> <p>Small group Early/Talk Boost and pragmatics work (social use of language group)</p>	<p><i>Read Write Inc.</i> Phonics is a complete literacy programme, for 4 to 7 year-olds learning to read and write and for 7 and 8 year-olds needing to catch up quickly.</p> <p><a href="http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/">http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/</a></p> <p><i>Early/Talk Boost KS1</i> is a targeted and evidence-based intervention programme, which supports language delayed children in Reception and Key Stage One (KS1) to make progress with their language and communication skills. The programme is delivered in primary schools by classroom teachers and assistants and provides a structured programme that accelerates children's progress in language and communication by an average of 18 months after a ten week intervention. Since launch over 58,000 children have benefited from the programme.</p> <p><a href="http://www.ican.org.uk/talkboost">http://www.ican.org.uk/talkboost</a></p>	<p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time.</p> <p>Liaise termly with school based Speech and Language Therapist to advise on adaptations and next steps for the group/individuals.</p>	<p>Clare Dennis (HLTA)</p> <p>EYFS &amp; KS1 staff</p> <p>Kam Aujja (SALT-NHS)</p>	Half termly via Pupil Progress meeting.



<p>B. Improved achievement for high attaining pupils in reading.</p>	<p>Across KS2 HAPS will have additional opportunities to work with adults to develop their meta-cognition (helping them to think about their learning).</p> <p>They will also have specific quality feedback relating to their work and next steps.</p>	<p>The EEF states that Providing feedback to pupils through verbal and written feedback is integral to effective teaching. Equally, gathering feedback on how well pupils have learned something, is important in enabling teachers to clear up any misunderstanding and provide the right level of challenge in future lessons.</p> <p><a href="https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/">https://educationendowmentfoundation.org.uk/school-themes/feedback-monitoring-pupil-progress/</a></p> <p>The EEF highlights Meta-cognition and self-regulation approaches (sometimes known as 'learning to learn' approaches) aim to help learners think about their own learning more explicitly. This is usually by teaching pupils specific strategies to set goals, and monitor and evaluate their own academic development. Self-regulation means managing one's own motivation towards learning. The intention is often to give pupils a repertoire of strategies to choose from during learning activities.</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/meta-cognition-and-self-regulation/</a></p> <p>The EEF states that Reading comprehension approaches to improving reading focus on learners' understanding of the text. They teach a range of techniques that enable pupils to comprehend the meaning of what is written, such as inferring the meaning from context, summarising or identifying key points, using graphic or semantic organisers, developing questioning strategies, and monitoring their own comprehension and identifying difficulties themselves (see also Meta-cognition and self-regulation).</p> <p><a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/reading-comprehension-strategies/</a></p>	<p>Impact overseen by SLT (Maths and Literacy Leads) co-ordinator.</p> <p>Engage with parents and pupils to explain they are going to be targeted to make better progress – sharing ownership.</p> <p>Organise timetables to ensure staff delivering provision have sufficient preparation and delivery time to teach higher order reading, e.g. dedicated time for comprehension on times tables and opportunities to develop higher order reading across the curriculum.</p>	<p>SLT and Class Teachers</p>	<p>Half termly during Pupil Progress Meetings throughout 2016 - 2017</p>
<b>Total budgeted cost</b>					£30,000
<b>iii. Other approaches</b>					
<b>Desired</b>	<b>Chosen</b>	<b>What is the evidence and rationale for this</b>	<b>How will you</b>	<b>Staff lead</b>	<b>When will you</b>



outcome	action/approach	choice?	ensure it is implemented well?		review implementation?
<p>Improve rates of attendance.</p> <p>Reduce the number of PA from 11% to 6% or below</p>	<p>Attendance Officer employed within our school to monitor pupils and follow up quickly on absences:</p> <ul style="list-style-type: none"> <li>• First day response provision.</li> <li>• Daily letters home for lateness</li> <li>• Letters sent home reporting attendance 'getting closer to PA' if attendance falls to 92%</li> <li>• Report cards with attendance registers sent home to all parents at the end of each term.</li> <li>• Targeted support to families who are heading to PA (below 92%)</li> <li>• EWO involvement and Attendance Panel at the Town Hall.</li> </ul>	<p>We cannot improve attainment for children if they are not actually attending school.</p> <p>Walsall Council provided a clear briefing for school leaders identify addressing attendance as a key step to improving attainment.</p> <p>We also see attendance as safeguarding issue KCSIE Sept 2016.</p>	<p>Daily attendance sheets, for am/pm sessions displayed in school office.</p> <p>Attendance Officer will have dedicated time each day to carry out her attendance duties.</p> <p>Half termly 'Attendance Meetings' with HT/Attendance Officer and Early Help Lead.</p>	<p>Attendance Officer</p> <p>HT</p> <p>Assessment Team</p> <p>Early Help Lead</p>	<p>Half Termly throughout 2016-2017</p> <p>See Attendance Meeting notes for discussions and action points.</p>



**IMPACT:**

Based on Autumn 1 (2016) 11% (8/71) of pupils who are eligible for PP had attendance below 90% (persistent absence). Following a targeted approach (see strategies above) to attendance throughout the year the number of pupils attending school for less than 90% reduced to was **9%** for the whole school and **5.8%** for pupils eligible for PP funding.

**Breakdown:**

- PA (less than 90%) for PP = 12% Further work with specific families needed in 2017/2018
- PA (less than 90%) for non-PP = 3%
- Whole school attendance 2016 -2017 = 96%
- Average Attendance for PP = 94% Further work with specific families needed in 2017/2018
- Average Attendance for non-PP = 96%

C. Poor motivation and self - esteem in Year 5 addressed	Forest School Nurture Group at lunchtimes to develop confidence, resilience and self belief.	The EEF Toolkit suggests that targeted interventions for Social & Emotional Learning (SLE) can be matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.  <a href="https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/">https://educationendowmentfoundation.org.uk/resources/teaching-learning-toolkit/social-and-emotional-learning/</a>	Weekly feedback - Forest School Leader and Class Teacher.	Year 5 teacher and Forest School Leader	Half Termly during Pupil Progress Meetings through 2016- 2017- qualitative and qualitative  Begin and end of year strengths and difficulties questionnaire. Have we seen a improved attitude to learning?
<b>Total budgeted cost</b>					£10,000

**IMPACT:**

To improve academic outcomes and life opportunities for these children, a long term outdoor educational programme was planned and delivered whereby pupils were stretched and challenged while developing their teamwork skills, problem solving abilities and resilience. The Programme raised aspirations, improved outcomes for pupils, increased engagement from parents and set our children up for a life beyond Rushall.

Partners: Rushall Primary School, Duke of Edinburgh, Wide Horizons, Parents, School Governors, Sustrans, local businesses, community.

The weekly sessions included outdoor education, learning life skills, developing knowledge of Enterprise, working in the community, working alongside parents and peers.



By looking at the data, it is clear that the self-esteem of all pupils has increased post intervention. Pupils' resilience and determination has also improved. In addition to this, all pupils post intervention, commented that they felt happier about themselves. Parental engagement increased during the intervention with 30 out of 31 parents attending the celebratory final session.

**Academic impact highlighting number of pupils meeting their year group objectives at the start and end of Year 5:**

% Meeting Year Group Objectives Autumn 2016 Reading	% Meeting Year Group Objectives Autumn 2017 Reading	% Meeting Year Group Objectives Autumn 2016 Writing	% Meeting Year Group Objectives Autumn 2017 Writing	% Meeting Year Group Objectives Autumn 2016 Maths	% Meeting Year Group Objectives Autumn 2017 Maths
29%	61%	29%	45%	29%	73%

**Confidence and Attitude Questionnaire pre and post intervention:**

	No		Agree		Strongly agree	
	Pre	Post	Pre	Post	Pre	Post
I am confident to try new things	4	1	10	0	18	27
I keep trying if I find some things hard	2	0	9	1	20	27
I feel happy	5	0	11	0	15	28

**5. Additional detail**

Additional Pupil Premium in 2016/2017 was spent on:

- Dedicated PSHE work for individuals and small groups (see in school intervention records).
- Bespoke packages of support for individuals and their families to remove barriers to learning (see in school intervention records).



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