

SOUTH RISE PUPIL PREMIUM STRATEGY 2020-2021

National Data 2018-2019 (Unvalidated, awaiting National Other)			
KS1 = Current Year 4	All children School	Pupil Premium School	National Benchmark (All children currently)
KS1 Reading ARE	76%	76%	78% (School Other)
KS1 Reading AARE	38%	32%	
KS1 Writing ARE	72%	67%	75% (School Other)
KS1 Writing AARE	18%	32%	
KS1 Maths ARE	81%	76%	84% (School Other)
KS1 Maths AARE	26%	32%	
KS2 Reading ARE	68%	74%	73%
KS2 Reading AARE	17%	23%	27%
KS2 Reading Scaled Score	103	-	104
KS2 Reading Progress	-2.0	-	0
KS2 Writing ARE	84%	86%	78%
KS2 Writing AARE	31%	37%	20%
KS2 Writing Progress	1.3	-	0
KS2 Maths ARE	77%	77%	79%
KS2 Maths AARE	20%	20%	27%
KS2 Maths Scaled Score	104	-	105
KS2 Maths Progress	-2.2	-	0
KS2 EGPS ARE	79%	-	78%
KS2 EGPS AARE	42%	-	36%
KS2 EGPS Scaled Score	107	-	106
Combined R,W,M ARE	57%	60%	65%
Combined R,W,M AARE	7%	21%	11%

Current Attainment (Summer 2019): Reception 75 children												
ALL				FSM6 (21 children)					Non FSM6 (54 children)			
79% Achieving ELG				71%					83%			
	Personal, Social and Emotional Development			Physical Development		Communication and Language			Literacy		Maths	
Current Year 2	Making relationships	Self-confidence and self-awareness	Managing Feelings and behaviour	Moving and handling	Health and self-care	Listening and attention	Understanding	Speaking	Reading	Writing	Number	Shape, Space and Measures
All	86%	88%	85%	85%	91%	85%	84%	85%	81%	80%	84%	84%
Pupil Premium	76%	81%	71%	71%	81%	71%	76%	76%	76%	71%	76%	76%
Non-Pupil Premium	91%	91%	91%	91%	94%	91%	87%	89%	83%	83%	87%	87%

Attainment Summer 2019: Key Stage 1 and 2 (Last date of annual summative data)														
		%of children achieving 'Age-Related Expectations'				%of children achieving 'Above Age-Related Expectations'				% Making Expected Progress (3+ points across the school year)				
		No of children	Reading	Writing	Maths	Combined	Reading	Writing	Maths	Combined	No of children	Reading	Writing	Maths
Year 1 18/19 Current Year 3	Pupil Premium	23	83%	83%	83%	74%	26%	22%	17%	13%	23	91%	87%	87%
	Non Pupil Premium	64	83%	73%	75%	67%	25%	25%	27%	17%	59	83%	93%	97%
Year 3 18/19 Current Year 5	Pupil Premium	27	70%	63%	70%	58%	19%	11%	11%	7%	27	85%	81%	89%
	Non Pupil Premium	55	78%	75%	80%	63%	47%	35%	33%	18%	50	92%	88%	96%
Year 4 18/19 Current Year 6	Pupil Premium	32	69%	63%	72%	59%	22%	13%	22%	13%	28	96%	79%	96%
	Non Pupil Premium	52	77%	73%	79%	69%	25%	13%	27%	12%	46	96%	91%	100%

3. Barriers to future attainment	
Academic Barriers - In-school barriers (issues to be addressed in school such as poor oral skills)	
(Current Year 2) Reception 18/19	Baseline assessments show no gap between PP children and Other children in all subject areas. There is a strong percentage of children at ARE.
(Current Year 3) Year 1 18/19	Baseline assessments show there is approximately a 10% gap between PP children and Other children in all subject areas.
(Current Year 4) Year 2 18/19	Baseline assessments show less PP children are at ARE in writing than Other children (17% gap). There is also a gap of 10% reading. There is no gap in maths.
(Current Year 5) Year 3 18/19	Baseline assessments show a significant gap between PP children and Other children in all subjects.
(Current Year 6) Year 4 18/19	Baseline assessments show significant gaps between PP children and Other children in reading and writing.

External barriers - (issues which also require action outside school, such as low attendance rates)
Social difficulties experienced by families including housing, finance, family literacy and parental anxieties around coming into school and registering for PP funding. Social difficulties impacted by Covid-19 such as increased unemployment and mental health issues.
Due to low income and poor housing some PP children have limited access to high quality language and resources/support for learning at home and children may not have the means to access extra-curricular activities
PP children with low self-esteem and emotional needs have less engagement with school
PP children may not have high aspirations for their futures
National lockdown has meant that some children have been at home for extended periods without access to devices or the skills to access online learning

4. Outcomes	
Desired outcomes and how they will be measured	Success Criteria
Reduce the attainment gap for Pupil Premium children at ARE in KS2 in reading, writing and maths.	Pupil Premium children will make greater progress in order to close the gap and the percentage achieving ARE will be in line with All children in Year 4 and 5
To increase the rates of progress of Pupil Premium children with SEND in all subjects.	Progress measures for children in receipt of Pupil Premium funding who may also have SEND will be higher than Expected across the school
A higher percentage of Pupil Premium children to achieve AARE in all subjects and the Combined measure	The percentage of Pupil Premium children achieving AARE in all subjects in Year 5 is in line with All children in the cohort
Ensure that online learning is available for all pupil premium children to access when isolating at home and support parents with access to technology and how it can be used effectively.	An increased number of Pupil Premium children will access Google Classroom activities when self-isolating and access to devices/internet will not be a barrier
PP pupils have high aspirations and self- confidence, their self-esteem and resilience is stronger and they are motivated to attend regularly and are more engaged with their learning	Pupil Premium children will attend regularly, be engaged in the classroom and be more confident about their abilities

6. Planned Expenditure 2020-2021

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	What is the approximate cost?
<p>Reduce the attainment gap for Disadvantaged children at ARE in KS2 in reading, writing and maths</p> <p>To increase the rates of progress of Disadvantaged children with SEND in all subjects</p>	<p>a) Complete baseline assessments of all children including Reading Age assessments</p> <p>b) PDM to introduce focused use of Assessment Tracker and class Profile facility</p> <p>c) Teaching staff to identify children with specific gaps and place them in catch up intervention programmes</p> <p>d) Further training for support staff in Precision Teaching techniques</p> <p>e) Provide online targeted workshops for parents of key children to support literacy and maths skills</p> <p>f) Embed specific planned interventions such as Nesy and Clicker into daily classroom practice</p> <p>g) Ensure SEN specialist TAs implement STEPs programmes with Disadvantaged children and other target children delivered regularly</p> <p>h) Extend use of iPads for children across KS2 and purchase more to ensure all children in Year 3 and 5 can access them</p> <p>i) Where possible provide DfE funded</p>	<ul style="list-style-type: none"> Baseline Autumn data analysis suggests a combination of barriers affect the progress and attainment of Disadvantaged children . Staff training, and development will ensure all children receive higher quality teaching and make greater progress. Parents need to feel confident in their understanding of the school's methods and approaches to teaching and learning in order to support their children at home. The use of technology will motivate children and increase engagement. Pupil Premium children often have other barriers to learning such as SEND. Nesy and Clicker are programmes recommended by external agencies to support progress towards key targets. Specialised language programmes provided early in a child's schooling support with communication, reading skills and phonics engagement of those children who may struggle to access learning. Many of our disadvantaged children did not engage with online learning during lockdown. With further possible class closures, the provision of iPads should support more children to keep up with the class learning. 	<ul style="list-style-type: none"> Termly review of progress at SLT meetings and at Governors' meetings Research to inform training sessions PDMs delivered by knowledgeable members of staff AHT responsible for Parents and Community to ensure parents of key children are informed of the programmes available Evaluation of sessions by teaching and support staff Evaluation through pupil voice English/ IT /Maths Leaders action plans Half termly monitoring through phase book looks and Subject leader and SLT monitoring sessions SLT Learning walks to monitor implementation of programme Termly monitoring of progress through data collection and progress meetings SENCOs will identify key staff for training and provide a timetable of planned support for children Interventions will be carefully monitored, and progress measured by SENCO Computing Lead to support staff with Google classroom to ensure it is used well Progress will be monitored through learning walks, planning scrutiny and termly data analysis and further use of specific assessments such as the Reading age tool 	<p>March 2021</p>	<p>a) £5000</p> <p>b) £500</p> <p>c) £30,000</p> <p>d) £1000</p> <p>e) £10,000</p> <p>f)</p> <p>g) £30,000</p> <p>h) £3000</p> <p>i) £2000</p> <p>j) £10,000</p> <p>K)</p>

	iPads to support Disadvantaged children with access to Google Classroom j) Provide support to parents to access Google Classroom effectively k) Use catch up funding to provide further support as per the Catch-Up Plan				
To increase the rates of progress of Pupil Premium children with SEND in all subjects				Subtotal:	£91,500

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	What is the approximate cost?
A higher percentage of Pupil Premium children across the school to achieve AARE in all subjects increasing the percentage achieving the combined measure	<ul style="list-style-type: none"> a) Phase leaders to draw up a list of children to target in each year group b) SDP thread of embedding Pedagogical Practice to further develop skills of critical and higher order thinking c) Planned PDMs to further develop staff understanding of Maths Mastery and Kagan Structures d) Embed Maths Mastery approach across the school e) Maths leader delivering the NCTEM Maths Hub Mastery programme across Greenwich and other LAs f) Further staff member engaging in NCETM programme g) Maths leader to plan a programme of peer observations to support individual teacher for Early Career teachers' development h) Year 4 teacher to complete GTLP programme i) Staff member engaged in Deepening Let's Think in English programme j) Two staff members undertaking Leadership Legacy Programme k) School implementing 'Grammar Talk' – a 	<ul style="list-style-type: none"> • End of KS1 data suggests that slightly less PP children achieved AARE than Non-PP children in maths. (2019) • Progress for high ability PP children needs to be maintained from KS1 to KS2. • Staff training and development will ensure all children receive higher quality teaching and make greater progress. • Maths Mastery provides daily opportunities for deepening understanding of concepts and applying this understanding. • NCTEM is a nationally recognised organisation for maths teaching and learning. • Sharing of good practice and keeping up with the latest research ensures children receive the best teaching and learning opportunities. • A structured, carefully planned approach to the teaching of Grammar will ensure all children become more confident writers. 	<ul style="list-style-type: none"> • Monitoring of progress towards actions on the SDP by leaders at SLT meetings • PDM schedule to plan for sessions, follow up through book looks and monitoring of plans • Peer observations to be organised by Maths Hub leader • Monitoring cycle to be set up by SLT to include regular book Looks and lesson observations with a focus on challenge and deepening for all children • Maths Mastery Staff Group established • Regular conversations with Maths leaders, measure impact through PDMs and monitoring cycle in books and classrooms • English leaders to purchase books from CLPE and ensure they are fairly distributed across the school • Schedule of meetings planned and staff released to attend. Research planned into PDMs and School development plan 	March 2020	<ul style="list-style-type: none"> a) b) £3000 c) £2000 d) £6000 e) £2000 f) £20000 g) £1500 h) £2000 i) £10,000 j) £5000 k) £5000

	small steps approach to teaching grammar across all year groups l) Teacher undertaking Masters in Leadership Programme				
				Subtotal:	£54,500

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	What is the approximate cost?
All Disadvantaged children access class learning virtually via Google Classroom when isolating at home	<p>a) Attendance lead to add whether children are Pupil Premium or not to COVID-19 absence list</p> <p>b) Attendance lead to monitor when Pupil Premium children are absent from school and contact parents to ensure they have access to Google Classroom and the internet</p> <p>c) Computing lead and IT managers to set up a bank of laptops/iPads Pupil Premium children can borrow when self-isolating</p> <p>d) Teacher to monitor children's online learning and provide feedback as well as phone calls to check in</p> <p>e) Further online learning to be provided by class teacher to further challenge</p> <p>f) Paper learning packs to be provided where necessary</p>	<ul style="list-style-type: none"> • During the first Lockdown, many Disadvantaged children (who did not attend school) did not access the learning from home and the gap has widened between them and their peers. • Many parents do not have access to electronic devices to support their children. • Many parents are unable to support their children at home to due to language and other personal barriers. 	<ul style="list-style-type: none"> • Regular monitoring of Disadvantaged children's access to learning • Twice weekly conversations with the children and the parents when in self-isolation • Monitor the progress of those children termly 	March 2021	£12,000
				Subtotal	£12,000

Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	What is the approximate cost?
PP pupils have high aspirations and self- confidence, their self-esteem and resilience is stronger and they are motivated to attend regularly and are more engaged with their learning	a) Re-develop the Looking to the Future Programme so that it can be accessed in school during the Pandemic	<ul style="list-style-type: none"> Looking to the Future Programme has been very successful in previous years in growing children's aspirations and confidence. An Online Careers Programme will provide children with information about possible options after secondary school and inspire and motivate them to take part fully in their learning. Health and fitness programme is aimed at supporting children to make appropriate life choices and develop self-esteem and confidence. The focus on Learning Dispositions and our Core Priority of Culture of Learning is in response to raising expectations for all following the Lockdown and anxieties regarding the pandemic. 	<ul style="list-style-type: none"> Headteacher to be involved with all of the initiatives in liaison with key staff AHT for Curriculum to lead on the Looking to the Future Programme along with the Senior Learning Mentor and the Geography Leader. Pupil voice survey to be undertaken at the start and the end to provide evidence of success PE leader to monitor attendance of children at the club and implement a Pupil Voice survey at the start and the end to provide evidence of success. Displays of learning and work in books will provide evidence of children's understanding of Learning Dispositions 	July 2021	a) £10,000 b) £2,000 c) £2,000 d) £3000
	b) Establish a virtual Careers Programme and Enterprise using Primary Futures Education and Employers				
	c) Fun and Fitness Programme				
	d) Whole School Projects to be focused on Resilience and other learning dispositions across the school year				
				Subtotal	£17000
Other Support					
Desired outcome	Chosen action/ approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	When will you review implementation?	What is the approximate cost?
To provide specific support for Pupil Premium children across the school aimed at raising attainment	a) 1:1 support for PP children with multiple barriers awaiting an EHCP	<ul style="list-style-type: none"> Children with specific needs require support to access the curriculum. This is essential as part of the 'Plan, Do, Review' cycle which is necessary to gain appropriate funding. These actions will provide support for those children who receive pupil premium with emotional and behavioural needs and also may have additional needs. 	<ul style="list-style-type: none"> Careful monitoring of staff support and the progress of specific children by SENCo and AHT for Inclusion Monitoring of children's emotional development alongside number of behavioural incidents recorded by SLT and Learning mentors Data analysis of children in SRLC and exit analysis 	March 2020	a) £80,000 b) £25,000
	b) Learning mentors to be allocated to work with vulnerable PP children as appropriate including SRLC provision				
				Subtotal	£105,000
				Total budgeted cost	£280,000

