

# Rotherhithe School Planned Pupil Premium Expenditure 2016 -2017

## Number of pupils and amount of Pupil Premium Grant Received

Total Number of Pupils on Roll	487
Total Number of Pupils eligible for PPG	253
Amount of PPG received per pupil	£1,122
Total PPG received	£309,607
CLA Pupils (5 children)	£ 7,500
EYFS PPG	£10,581
<b>Total Amount of PPG Received</b>	<b>£327,688</b>

% of PPG spend on key areas / barriers to learning to support pupils in receipt of Pupil Premium	
Learning in the curriculum	£314,647
Early Years	£10,185
Social, Emotional and Behaviour	£42,710
Enrichment beyond the curriculum	£14,363
Parenting, families & community	£44,051

### Whole School Priorities

- Improve standards in Reading across the school
- Engage parents and develop strong home school links to support learning.

### Aims

1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally at the end of KS2 in Reading, Writing, Maths and GSP
2. To ensure that the most able disadvantaged pupils are identified and achieve as well as other most able pupils nationally.
3. To ensure that the attendance of pupils in receipt of PPG is above 95.6%, with a further reduction in the % persistently absent.
4. To support the most vulnerable pupils in receipt of the PGG to achieve their full potential by ensuring access to in school therapeutic services which develop social and emotional well-being
5. To ensure that PPG holistically through having access to a broad range of after school learning opportunities

## Context

Rotherhithe is a **GOOD** maintained two form entry primary school with full time Nursery provision (4 days), a Day-care and Children Centre which offers a range of high quality services.

- The school community is proud of its rich, culturally diverse community in the Rotherhithe / Bermondsey area. There are 40 different languages spoken by pupils in the school.
- Larger than average school -inclusive ethos, positive relationships between pupils, parents and staff.
- High % of FSM compared to National (Almost 3 times higher than National)
- % of Ethnic Minority more than 2 times higher than National
- English as a second Language more than 2 times higher than National
- School deprivation factor double that of National (0.41 > 0.21) and within the highest deprivation band.
- Census analysis reveals that 93% of our pupils are in the bottom 20% band of the most deprived pupils nationally. Of this 75% are in the bottom 10% band for the most deprived in the country.
- 100% of the RPS reach area which our former Children centre serves is a super output area.
- The area has one of the highest rates nationally for crime, guns, knives, drugs, gangs, mental health concerns, teenage pregnancy and obesity.

## Rationale

Rotherhithe Primary is determined that all pupils are given the best possible chance to achieve their full potential through the highest standards of Quality First Teaching, focussed support, curriculum enrichment, and pastoral care. We believe the additional provision delivered through the Pupil Premium funding should be available to all pupils within school who we know to be disadvantaged and vulnerable, irrespective of whether they are eligible for the funding (hence you will notice an allocation at the end of this report that is taken from the main school budget). Indeed, it should be noted that many of the pupils identified as requiring additional levels of support are not necessarily those who fulfil the FSM eligibility criteria. There is no expectation that all Pupil Premium funded pupils will receive identical support and the allocation of the budget for each pupil feeds into the whole school budget as opposed to being ring fenced (with the exemption of LAC children). The school considers best ways to allocate Pupil Premium money annually following rigorous data analysis and the careful consideration of the needs of the pupils. Currently, the percentage of pupils eligible for Pupil Premium funding is 52% (Autumn census 2016), this figure is decreasing year on year, which is another significant barrier. We believe among other factors, this decrease is because many of our families are new to the country and therefore not entitled to Free School Meals and other benefits. Also, it has become increasingly difficult for families to claim eligibility for Free School Meals under government's new benefits criteria.

## Strategy

We have a clear, strategic 3-part model approach for Pupil Premium funding provision, which focuses on the following:

- whole-school strategies that impact on **all pupils**
- focussed support to target **under-performing pupils**
- specific support targeting **pupil premium pupils**

Our determined and committed leadership team and wider staff ensure that Pupil Premium funding and provision impacts achievement, attendance and pastoral care. This includes one identified governor having responsibility for Pupil Premium, a newly appointed Pupil Premium Lead (as part of the senior leadership team) responsible for monitoring provision and outcomes, and the wider staff team to implement and evaluate provision. The leadership team regularly evaluate pupil premium outcomes compared to other pupils in school to ensure the correct strategies and provisions are in place.

# RPS School Development Plan 2016/2017

Set challenging targets across the school that ensure all pupils make good or better progress

Establish effective Guided Reading to improve reading outcomes for all pupils

To sustain progress and standards in Maths and ensure at least 75% - 85% (varied in each KS) of pupils are at age related expectations

To diminish the differences for different groups

Continue to ensure good or better progress for all pupils to ensure we diminish the differences between different groups

To continue to deliver outstanding provision in the Early Years to ensure 66 - 70% of children achieve GLD

Further develop provision and teaching for reading across the early years phase.

Continue to ensure good or better progress for writing across the early years phase

Ensure that the quality of teaching and learning is 100% good or outstanding

Ensure challenge for all pupils lead to good or better progress

Embed and ensure consistency of marking policy and AfL and feedback across the school

Ensure science is effectively taught across KS1 and KS2

Ensure support staff provides effective support in and out of class and help children progress by impacting on their learning.

Embed new (STAR) assessment in light of changes to ensure accurate tracking of pupils' progress and standards.

Continue to provide high quality Spanish across KS2

Set challenging homework that consolidates learning and deepens understanding in a creative way

To continue to strengthen leadership at all levels; senior leadership, middle leadership, subject leaders and Gobs

Middle leaders to take greater accountability and responsibility for moderation and assessment

Continue to effectively monitor on the quality of Teaching and Learning across the school and implement effective strategies to improve areas of weakness

To further develop effective communication with parents

Ensure strong links between performance management and improving the quality of teaching and learning across the school.

To provide effective and timely CPD to ensure quality first teaching in every class

Ensure effective safeguarding procedures are in place

To establish effective mental health strategies which promote positive self-esteem and motivation

Embed the school values

Embed positive attitudes towards learning and ensure children are productive and engaged in the life of the school.

Continue to provide effective welfare provision to ensure pupils are safeguarded

Further develop awareness and understanding of homophobia and gender identity.

**1. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally by the end of KS1 and KS2 in R,W, M**

Intervention / support	% of PPG Pupils Accessing Funding	Total Cost of Intervention	Total Amount of PPG Spend	Impact Criteria	Review	Outcome (July 2017)
PPL small group support reading and maths. Targeting of misconceptions pm PPG children) (2 terms)	100%	£47,177	£47,177	% of pupils reaching expected standard is at least in line with other pupils nationally and in line with attainment of other pupils within the same cohort.	Review July 2017	<p>Reading 63.6% achieved expected. Spag 88% achieved expected. Maths 69.2% achieved expected.</p> <p>Interventions were interrupted by timetabling issues / covering classes etc.</p> <p>The EEF toolkit has been used to select some interventions such as 1:1 tuition, digital learning and small group tuition.</p>
Additional TA + ½ across year 1 (Anna & Stephanie pm) (38/80 PPG)	48%	Anna £18,336  Stephanie £8,775	£8,801  £4,212	Jan-July Significant increase % of pupils reaching expected standard in year 1 in all core subject areas.	July 2017	Increase in % of PP children passing the year 1 phonics from a very low GLD base.
Year 6 tutor Stephen: Support in class during literacy and reading 1:1 support 1 x 1 hour per child (4/6 PPG) (47/57 PPG year 6)	67%  82%	£8,316  £6,930	£5,571  £5,683	% of pupils reaching expected standard is at least in line with other pupils nationally and in line with attainment of other pupils within the same cohort.	Termly review ppm July 2017	<p>Levels of progress were not as good as expected with target children not meeting expected outcomes in SATs. Stephen's contract not renewed alternative 1:1 tuition sourced.</p> <p>Previous data analysis of interventions has shown excellent rates of progress for children.</p> <p>The EEF toolkit has been used to select some interventions</p>

						such as 1:1 tuition, digital learning and small group tuition.
Year 6 Spelling Intervention Heather 1 x 1 hour (Dyslexic children – 6 ch)	100%	£240	£240	Improved ability to spell common exceptions words as evidenced in within writing assessments and spelling assessments	PPM review in July 17	Spelling scores did improve over the course of the intervention and reflected in independent writing.
LAC child 1:1 tuition (Stephen) (Year 3) 1 PPG	100%	£2,772	£2,772	PEP targets are met. Raise attainment to ensure good progress in writing and maths	Reviewed termly at PEP meetings	Very little progress made, review provision in Autumn 2017.
Easter school (Year 6) Heather x 4 days Teacher x 4 days HLTA x 2 days TA x 4 days (18/20 PPG children)	90%	£600 £1632 £500 £432 Total £3,164	£2,847	% of pupils reaching expected standard is at least in line with other pupils nationally and in line with attainment of other pupils within the same cohort	July 2017	Good attendance for targeted groups and improved outcomes for individual pupils. Consider extending to provide for more able to reach increase% working at GD.  Maximising learning time through after school and holiday provision.  Development of maths and English skills through gap analysis, addressing misconceptions and SATs revision.
Homework club for pupils in receipt of PPG (17/25 PPG chn)	68%	£1,755	£1,193	Pupils and parents supported to ensure homework is completed and children access class lessons.	July 2017	Ensure that register and attendance is monitored weekly and targeted children who do not attend parents are contacted on a weekly basis. Ensure that class teachers provide sufficiently challenging homework activities.

<p>Literacy Consultant to raise attainment in literacy across school Nina Birch 1 day per week (231/372 PPG)</p>	79%	£16,380	£12,940	<p>Improved quality first teaching</p> <p>100% good or better teaching 30% outstanding teaching Consistent implementation of practice and expectations across school. Systematic schemes of work that raise progress. Increased % of PPG children working at or above expected. Moderation of writing to raise attainment of PPG children.</p>	July 2017	<p>Very effective induction for the literacy curriculum for new members of staff.</p> <p>Excellent outside monitoring of teaching and the moderation of writing for all year groups. This has ensured consistency and accuracy of writing levels across the school.</p>
<p>Targeted Teaching Assistant Support for PPG (Yrs. 1-6) (231/372 PPG)</p>	79%	£224,168	£177,092	<p>Increased attainment for PPG to meet the expected standard within each year group. Increase in acceleration of progress of PPG.</p>	<p>PPM – termly Final review July 17</p>	<p>Ensure that all TAs have training on best practice to support PP groups more effectively. Teachers need to ensure that TAs know who the PP children are and their progress targets. Autumn additional teacher in year 6 to support Children by providing quality first teaching.</p> <p>The School is undertaking the MITA project to support the effective use of TAs in the classroom to build skills and competencies within the TAs</p>
<p><b>2. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally at the end of KS2 in Maths</b></p>						
<p>Maths Booster classes- after school (Year 6) (Numeracy Specialist &amp; HLTA) 9/11 PPG children 2 x 1 hour per week</p>	89%	£5,148	£4,581	<p>Improved attainment and progress in maths for PPG pupils. % of pupils reading the expected standard has increased.</p>	<p>Termly review within PPM Final review July 2017</p>	<p>Ensure that register and attendance is monitored weekly and targeted children who do not attend parents are contacted on a weekly basis.</p>

Third Space – Year 6 maths programme (9/12 PPG chn)	75%	£2,700	£4,078 £2,025	% of pupils reaching expected standard is at least in line with other pupils nationally and in line with attainment of other pupils within the same cohort.	July 2017	Lower group was the target group, effective intervention for a % of PP children. However there were some issues around children engaging with the method of learning. Autumn: focus on more able group to increase numbers working at GD by Summer 2018.  Face to Face tuition for targeted groups
Mathletics (257/450 PPG children)	57%	£2,500	£1,425	To improve basic maths skills across the school.  Support parents with maths support at home.	July 2017	Variable take up across different groups, but engaged groups demonstrated engagement (pupil voice)  Autumn 17, relaunch ensure that the profile is raised and that all teachers are actively encouraging children to log in. use of certificates to promote use.
<b>3. To ensure that children in receipt of the PPG achieve at least as well as all pupils nationally at the end of KS1 &amp; 2 in Reading</b>						
After school Reading Booster – year 6 Danielle, 3 x 1 hours Erin, 2 hours Donna, Karen S 3 hours Heather (HLTA) 2 hours	100%  100%	£1,728  £600	£1,728  £600	Increased attainment in KS2 reading for PPG  % of pupils reaching expected standard is at least in line with other pupils nationally and in line with attainment of non-PPG pupils within the same cohort.	July 2017	Ensure that register and attendance is monitored weekly and targeted children who do not attend parents are contacted on a weekly basis.  1:1 tuition to develop children's reading and writing skills raised confidence and subsequent engagement in class.

After School Literacy booster – Year 2 Danielle 2 x 1 hour	100%	£432	£432	Increased attainment in KS1 reading for PPG. Targeted children meet expected.	July 17	Ensure that register and attendance is monitored weekly and targeted children who do not attend parents are contacted on a weekly basis. Previous evidence has shown children attending booster sessions make good progress.
After School Phonics (Year 1 & 2) Booster sessions. (Kim, Marvette, Trevor & Stephanie) (15/30 PPG ch)	50%	£4,164	£2,082	To accelerate progress in phonics to ensure that % of pupils passing the phonics test is in line with national comparisons	Reviewed half termly. Final review July 17	Ensure that register and attendance is monitored weekly and targeted children who do not attend parents are contacted on a weekly basis.  Small group support to extend skills through gap analysis in phonics, reading and writing.
Phonics Manager (Jayne) RWI phonics sessions (Rec/yr1, yr 2, nursery) Assessments on 6 weekly cycle. (87/218 PPG)	40%	£22,832	£9,132	To accelerate progress in phonics to ensure that % of pupils passing the phonics test is in line with national comparisons.  Raised attainment for PPG to meet the expected standard.		% of children passing phonics in year 1 and resits in year2.

**4. To ensure that the most able disadvantaged pupils achieve as well as other most able pupils nationally**

Additional Teacher to support More Able children across KS1 & 2 (Anny) <b>Focus in year 2</b> 3 x 1 hour literacy + 1 ½ grammar/spelling (8/12 PPG) 3 x 1 hour numeracy (11/16 PPG)	68% ave  43%	Total Cost yr 2 £27,027  Total Cost	£18,378  £1,962	% of pupils reaching greater depth standard is at least in line with other pupils nationally and in line with attainment of non-PPG pupils within the same cohort.	Reviewed termly in PPM and also within data collection half termly  Final review July 17	% reaching GD hasn't significantly increased. Provision reviewed and split year 6 cohort into 3 classes to focus on quality first teaching.  Consider support for year 2, use EEF toolkit to support the choice of interventions.
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4 x 30 min reading (8/12 PPG) 1 hour 20 PPA <b>Focus in year 1</b> Guided reading groups (3/7 PPG) 3 hours GR/grammar		Yr 1 £4,563				
Maths Booster classes- after school (Year 6 – More Able) (Numeracy Specialist & HLTA) 8/9 PPG children 1 x 1 hour per week	82%	£2574	£2,110	% of pupils reaching greater depth standard is at least in line with other pupils nationally and in line with attainment of non-PPG pupils within the same cohort	Termly within PPM Final review July 2017	% reaching. Access to Third Space to target more able. Additional support in Maths 4 way split in maths lessons to ensure targeted provision.
Maths Booster classes- after school (Year 2 – More Able) (Numeracy Specialist & HLTA) 8/14 PPG children 1 x 1 hour per week	57%	£2574	£1,467	% of pupils reaching greater depth standard is at least in line with other pupils nationally and in line with attainment of non-PPG pupils within the same cohort	Termly within PPM Final review July 2017	Previous data analysis of interventions has shown excellent rates of progress for children.  The EEF toolkit has been used to select some interventions such as small group tuition.
After School, targeted maths booster more able Ruth Apprentice 3 hours 12 weeks	78%	£252	£197	% of pupils reaching greater depth standard is at least in line with other pupils nationally and in line with attainment of non-PPG pupils within the same cohort	July 2017	Intervention % children reaching GD. End of apprenticeship period. Consider TA training to support more able.
<b>5. To ensure that the attendance of pupils in receipt of PPG is above 95%, with a reduction in the % persistently absent. To ensure children are safeguarded and to improve social and emotional well-being.</b>						
School Attendance Officer (Janice) 253/417 PPG ch	61%	£26,215	£15,991	Raise attendance in the school to above 95.6%. Liaise and support vulnerable families. Challenge persistent absence and reduce this	July 17	% of persistent absences still above national target parents in Autumn term. Drive on term time holidays.

				figure particularly for PPG/SEN pupils.		
Learning mentors supporting for vulnerable children across KS1 and KS2 Kofi (5/7 PPG) & Constantina (10/11)	83%	£50,349	£41,790	Ensure children make smooth transition when they start the school.  Raised emotional well-being and improved academic access.	Learning mentor termly review	Increased engagement in lessons for vulnerable groups.  Increased confidence, more positive attitudes to learning and improved communication.
Safeguarding and Interventions Officer Across School (Shirley) 253/417 PPG ch	61%	£43,442	£26,500	Safeguarding interventions, meetings, monitoring of lunch time provision. Family Liaison and attendance.	Reviewed weekly – safeguarding meetings	Children are kept safe, policies and practices are all followed.
Drawing and Talking Interventions KS1 and EY Lisa S 1:1 sessions pupils (15/21 PPG) 12 weeks	71%	£1,296	£920	To promote good emotional well-being and identify any underlying mental health or familial issues that may require support.	Half termly reviews	Member of staff on long term absence in the Summer term. Maintain intervention in Autumn 2017 and review on a termly basis. Quality assured by KA.
<b>6. To accelerate the progress of children entitled to PPG in Early Years, to ensure that they have increased access, increased physical development, emotional well-being and are school ready by the end of Reception</b>						
Forest school Outdoor Intervention Wednesday delivered by Lisa S (TA) & Nursery Nurse – Jackie. (9/17 PPG ch) Friday delivered by Emily (Teacher) and Jackie (3 sessions per group – 3 hours)	52%	£5,292	£2,752	Physical development for children in the EY and in KS 1 improves. Speech and communication skills improve. Improved emotional well-being.	Termly review	Quality assured by KA.  Increased engagement in lessons for vulnerable groups.  Increased confidence, more positive attitudes to learning and improved communication.
	50%	£6,696	£3,348			

Yoga 1 x 30 mins (3 groups) (14/36 PPG)	38%	£7,200	£2,736	Physical development improvement in attainment. Increased self-discipline and emotional well-being.	Reviewed at termly PPM	Quality assured by KA. Increased engagement in lessons for vulnerable groups.  Increased confidence, more positive attitudes to learning and improved communication.
Additional Language group Laura 1 x 30 mins 3 groups	29%	£972	£281	Improved communication and language skills	Reviewed at termly PPM	Quality assured by KA. Increased confidence, more positive attitudes to learning and improved communication.  EEF toolkit identifies oral interventions as having a positive impact.
Write Dance Intervention Karen Scott 1 x 30 mins 3 groups (8/21 PPG)	38%	£972	£369	Improve fine motor skills and coordination. Improved mark making and handwriting.	Reviewed at termly PPM	Quality assured by KA. Increased engagement in lessons for vulnerable groups.
Finger Gym Occupational Therapy motor skills TA (6/23 PPG)	26%	£972	£252	Improved fine motor skills Improved finger strength. Improved handwriting.	Reviewed at termly PPM	Quality assured by KA. Increased engagement in lessons for vulnerable groups.
Hoopla Feelings and Emotions Intervention 1 x 30 mins x 3 groups (8/25 PPG)	32%	£972	£311	Improved emotional well-being and social interaction. Improved ability to manage and talk about emotions.	Reviewed at termly PPM	Quality assured by KA. Increased confidence, more positive attitudes to learning and improved communication.

Targeted scaffolding play 1 x 30 mins x 3 groups (2/14 PPG)	14%	£972	£136	Increased ability to play and interact socially.	Reviewed at termly PPM	Quality assured by KA. Increased confidence, more positive attitudes to learning and improved communication.
Family Workshop 1 x 1 hour per week Margaret	100%	£1,560	£1,560	Improved oracy and engagement for children and parents.	Family Workshop 1 x 1 hour per week Margaret	Quality assured by KA. Increased engagement in lessons for vulnerable groups.

**7. To support the most vulnerable pupils in receipt of the PPG to achieve their full potential in non-core curriculum subjects, improve oracy, social and emotional well-being, focus and attendance**

After School Art Club (Constantina & Lucy) 1 x 1 hour 16/20 PPG ch	80%	£648	£518	Increase in self-esteem and emotional well-being. Improved technical art skills.	July 17	In the EEF Toolkit, interventions such as this have been seen to have an identifiable impact on attitudes to learning, social relationships in school and attainment.
After School Dance Club (Chantal) KS2 1 x 1 hour 18/26 PPG	69%	£1,980	£1,366	Improved gross motor skills Improved confidence and social and emotional well-being.	July 17	In the EEF Toolkit, interventions such as this have been seen to have an identifiable impact on attitudes to learning, social relationships in school and attainment.
Film Club (Anthony & Lucy) KS2 1 x 1 hour per week 16/18 PPG ch	89%	£1,296	£1,153	Improved ability to analyse and present	July 17	In the EEF Toolkit, interventions such as this have been seen to have an identifiable impact on attitudes to learning, social relationships in school and attainment.
Computer Club – Groups change termly (Jay and Kay) KS1 1 x 1 hour per week KS 2 2 x 1 ½ hours per week	50% 74%	£1,152 £1,728	£576 £1,279	Improved ICT skills Increased involvement and access	July 17	In the EEF Toolkit, interventions such as this have been seen to have an identifiable impact on attitudes to learning, social relationships in

						school and attainment.
Artis After School Club – performing arts (Emily) 1 x 1 hour per week after school. Reception sessions for each class 23/78 PPG ch	47%  29%	£1,992  £5,977	£936  £1,733	Improved oracy skills. Improved presentation and confidence. Increased emotional well-being and engagement.	Termly	Increase children's language and communication skills.
After School, singing club Margaret 24/33 PPG ch	73%	£1,440	£1,051	Improved self-esteem and confidence. Musical performance and attainment Children complete performances for parents and outside of school. Increased memorisation of texts through song. Improved oracy skills.	July 17	Quality assured by KA. Increased confidence, more positive attitudes to learning and improved communication.
Subsidised residential visit (Nethercott Farm) for PPG children 35 Years 4 & 5 mixed 27/34 PPG ch	79%	£11,290 -5400 (parents) -£1,000 grant £4890	£3,863	PPG pupils to gain a new experience and participate in collaborative, independent learning.	March 17	Increased self-confidence, greater independence. Better team-working, collaborative skills. Improved social skills.
Subsidised residential visit (Condoover Hall) for 29/35 PPG children	83%	£11,355.00 -£4,000 (grant A Society) -£6,080 (parents)  Left to pay £2,275	£1,888	PPG pupils to gain a new experience and participate in collaborative, independent learning, supporting transition into year 7 secondary school.	May 17	Increased self-confidence, greater independence. Better team-working, collaborative skills. Improved social skills.
<b>Total Expenditure</b>			<b>£425,956 (PPG)</b>			<b>Difference / Additional spend: £98,268 (Main school budget)</b>

The school's evaluation of its own performance is rigorous. Tracking of progress over time for each pupil is thorough, so we can quickly identify any dips and develop sensible strategies and interventions to promote improvement.

The impact of interventions is analysed termly as assessment data is gathered and input and follow up is put in place if an intervention is not having the desired impact.

In 2016/2017 we used a range of data to analyse the impact of spending and will adjust our spending plans for 2017/2018 accordingly:

- End of key stage 1 and 2 data
- Phonics outcomes
- EYFS data
- Current Attainment and Progress data
- Intervention analysis
- Outcomes of observations, work scrutinies, learning walks
- Stakeholder feedback