

# Rotherhithe Pupil Premium strategy / self-evaluation

1. Summary information					
<b>School</b>	Rotherhithe Primary School				
<b>Academic Year</b> <b>Financial Year</b>	2020-2021  2021-2022	<b>Total PP budget</b>	£205,785	<b>Date of most recent PP Review</b>	Autumn 2020
<b>Total number of pupils</b>	357	<b>Number of pupils eligible for PP</b>	153	<b>Date for next internal review of this strategy</b>	Spring 2021

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. 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 43.17% (Autumn census 2020), 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. The transition to Universal Credit within Southwark is also a contributory factor.

Rotherhithe is a **GOOD** maintained two form entry primary school with full time Nursery provision (5 days).

- 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- current 43.17%)
- % 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.

The school is following the national trend with fewer pupils being eligible for pupil premium funding. Based on the January census 153 pupils are eligible for pupil premium funding 42.85% of the schools population. This is still significantly above the national average, however it has dropped from last year's figure. This will impact on the current provision that the school provides as it accounts for a real budget cut in the next financial year.

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard or above in reading, writing & maths	<b>Not available: Autumn 2</b>	<b>Not available: Autumn 2</b>
% making expected progress in reading (as measured in the school)	<b>Not available: Autumn 2</b>	<b>Not available: Autumn 2</b>
% making expected progress in writing (as measured in the school)	<b>Not available: Autumn 2</b>	<b>Not available: Autumn 2</b>
% making expected progress in mathematics (as measured in the school)	<b>Not available: Autumn 2</b>	<b>Not available: Autumn 2</b>
3. Barriers to future attainment (for pupils eligible for PP)		
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>		
<b>A.</b>	Pupils eligible for Pupil Premium are not making the same progress in reading at the expected level in all year groups.	
<b>B.</b>	Pupils eligible for Pupil Premium who are able are not progressing at the same rate as pupils who are able and not eligible for PP.	
<b>C.</b>	Parents of pupils eligible for Pupil Premium are less able to make supportive contributions to activities outside the classroom that enrich learning.	

<b>Additional barriers</b> <i>(including issues which also require action outside school, such as low attendance rates)</i>		
<b>D.</b>	Attendance rates of pupils eligible for Pupil Premium are lower than the attendance rates of those who are not eligible.	
<b>E.</b>	Social and emotional barriers to learning are more prevalent with pupils eligible for Pupil Premium.	
<b>F.</b>	Parental engagement and confidence to support their child is lower with parents eligible for Pupil Premium.	
<b>4. Desired outcomes and how they will be measured</b>		<b>Success criteria</b>
<b>A.</b>	Improve progress and attainment for pupils in reading.	The gap between attainment and progress between PP and non-PP exceeding at the expected level will be below 10%
<b>B.</b>	Improve progress and attainment of more able children eligible for Pupil Premium.	The gap between attainment and progress between PP and non-PP exceeding at the expected level will be below 10%
<b>C.</b>	To provide disadvantaged pupils with educational experiences outside the classroom to engage them with their learning.	Increase number of Children in extracurricular activities.
<b>D.</b>	Increase attendance rates for pupil's eligible for PP.	Reduce the number of persistent absentees among PP pupils to below 10%.

5. Planned expenditure				
Academic Year		2020/2021		
i. Quality 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?	Cost/ Review
All teachers at Rotherhithe to deliver good or outstanding lessons.	The SLT has been reduced :  x1 Assistant Head.  X2 Assistant Heads.  English / Maths	Quality first teaching is the most significant factor in improving progress and raising attainment for PP children according to EEF and Sutton Trust .The phase leads spend a significant % of their time working with teachers, modelling, planning, planning for differentiation, team teaching and observing.	The Assistant Head in charge of teaching and learning and assessment works closely with the wider leadership team to ensure robust support and oversight.  Coaching model will be adopted to ensure improved outcomes for pupils.  Coaching model has been I adapted to meet the changing needs of the school.	Reviewed on a termly basis, in line with the coaching cycle.

PP children to make the same progress and attainment as non PP children.	CPD: Nina Birch DPiL	The evidence indicates that teaching Literacy through this model has been effective for lower achieving PP pupils. As such Rotherhithe has been part of the DPiL programme for 7 years.	N Hall has been appointed the English lead to ensure that the CPD the staff receive is being implemented across the school to ensure consistency. Lesson observations and monitoring of the progress of PP children completed within the annual cycle of the school.  There has been a school wide focus on Reading with additional resources purchased to ensure high quality texts and books.	Through performance management
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## 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?	Cost/ Review
PP children to make the same progress and attainment as non PP children.	Small group and 121 provision.	Some of our students need targeted support to catch up. Research from EEF/Sutton Trust shows that targeted smaller group tuition is most likely to be effective if it is targeted at pupil's specific needs. All our intervention groups are carefully selected and led by trained staff.	Regular monitoring of planning, lessons and books plus data scrutiny.  There has been regular moderation of writing with a particular focus on Y2/Y6 books. They have been moderated by Nina Birch and English Lead.	Termly,  Pupil  Progress meetings

Ensure that PP children are receiving a rich educational experience. They are therefore more engaged with school	Breakfast club, extending the school day through clubs.	Extending learning time, weekly booster sessions run by HLTAs. Giving PP pupils the same access to extra –curricular learning.	By monitoring the attendance and actively encouraging the pupils to attend through targeted parents meetings.  PP pupils continue to be subsidised at breakfast club to ensure a purposeful start to the school day.	
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### iii. Other approaches

Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Provide TA targeted support		Some of our students need targeted support to catch up. Research from EEF/Sutton Trust shows that targeted smaller group tuition is most likely to be effective if it is targeted at pupil's specific needs. All our intervention groups are carefully selected and led by trained staff.	Regular monitoring of planning, lessons and books plus data scrutiny. Within the monitoring and appraisal cycle targets are shared with TA's  There has been regular moderation of writing with a particular focus on Y2/Y6 books. They have been moderated by Nina Birch and English Lead.	

Improved attendance of PP persistent absentees			New Safeguarding Lead has been in post for the academic year. Target parents meetings with Attendance Officer meetings have been conducted to focus on parental engagement.( long term Absence)	
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## 1. Additional detail

Year 6 : 30 pupils

Year 5 : 36 pupils

Year 4: 29 pupils

Year 3 : 22 pupils

Year 2 : 19 pupils

Year 1 : 13 pupils

KS1 :32

KS2 :117

$149/316 = 47\%$

Nursery:28

Reception:43

EYFS: 4

$4/71 = 6\%$

$153/357 = 43\%$



