

Pupil premium strategy statement (primary)

1. Summary information					
School	ROSE HILL PRIMARY SCHOOL				
Academic Year	2017-18	Academic Year	2017-18	Academic Year	2017-18
Total number of pupils	300 Rec-yr6	Total number of pupils	300 Rec-yr6	Total number of pupils	300 Rec-yr6

2. Current attainment		
	<i>Pupils eligible for PP 2017 SATs (your school)</i>	<i>Pupils eligible for PP 2016 (national average)</i>
% achieving Band 6w+ or above in reading, writing & maths	70%	39%
% making at least 2 levels of progress in reading (or equivalent)	80%	53%
% making at least 2 levels of progress in writing (or equivalent)	75%	64%
% making at least 2 levels of progress in maths (or equivalent)	70%	58%

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>)	
A.	Social and emotional skills: group dynamics, engagement in learning, emotional resilience, the ability to be able to resolve conflicts, anxiety levels and sensory processing, confidence and self-esteem, the ability to form and sustain positive relationships.
B.	Low starting points at entry such as poor oracy , literacy and numeracy skills which if not addressed will see a continuing widening gap in reading, writing and maths.
C.	Further development of quality first teaching.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To raise attainment and achievement	Refer to whole school targets
B.	Teaching and learning will be supported, in particular develop Quality First Teaching	Pupil progress meetings will show accelerated progress and

		improved attainment. (Target tracker).
C.	To broaden children's experiences and provide enriching learning opportunities.	Pupil premium questionnaires will reflect that the children want to come to school and are happy to be learning at Rose Hill Primary School. Attendance figures will reflect that children want to come to school.
D.	Every teacher and TA will have reflected on ways in which they could better support children to read or complete homework at a time suitable in the day if not able to at home	Every child will be reading at home, monitored through the reading journals. Where this is not possible a morning reading session will be provided and recorded in reading journals.
E.	Children's social and emotional skills will be developed which will result in an improvement in engagement.	Improved attendance Tracking of behaviour will show a reduction in exclusions and disruptive behaviour.
F.	Support families to enable pupils to fulfil their potential.	Parents of pupil premium children will feel supported and parent questionnaire will reflect this.

5. Planned expenditure					
Academic year	2017-2018				
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?
To raise attainment and achievement, (refer to whole school targets).	<p>Training and Middle Leadership Team posts (through teaching and learning responsibilities TLRs)</p> <p>Release time provided for middle / core subject leaders to increase their effectiveness in raising achievement</p> <p>Teachers will identify a most able group.</p> <p>Teachers and TAs will ensure that low expectations are not a barrier to achievement.</p> <p>This will be done by considering the potential of individuals and not settling for more-able pupils only reaching expected levels for their age just because they were eligible for the Pupil Premium.</p>	<p>The Pupil Premium- How Schools Are Spending The Funding Successfully To Maximise Achievement, OFSTED, directly refers to:</p> <p><i>Teachers and TAs will ensure that low expectations are not a barrier to achievement. This will be done by considering the potential of individuals and not settling for more-able pupils only reaching expected levels for their age just because they were eligible for the Pupil Premium.</i></p>	<p>Performance management.</p> <p>Release time provided for middle / core subject leaders to increase their effectiveness in raising achievement .</p> <p>Lesson study model.</p> <p>Class pupil premium action plans to be drawn up and revisited with teacher from last.</p> <p>Pupil progress will be tracked to show accelerated progress.</p> <p>Most able group will be identified and tracked.</p>	SV, YK, FB	<p>Performance management wks beginning: 25th & 2nd October.</p> <p>November pupil premium staff meeting.</p> <p>Lesson study model: Terms 1&2.</p> <p>Analysis of pupil progress meetings: post assessment points for children x6 per year.</p>

Teaching and learning will be supported, in particular develop Quality First Teaching.	Provide increased leadership and support to teachers to raise standards of Quality First Teaching through the Deputy Headteachers, eg: 6 week Individual Teaching Plan (ITP) and support program: personalised programme of CPD.	Successful schools have a clear vision for what all their pupils will achieve through high quality teaching, with an ethos that reinforces aspiration and attainment for all . They realise the importance of getting the basics right, like attendance and behaviour, and understand that failing to put these building blocks in place will undermine the effectiveness of the pupil premium in raising standards. Successful schools adopt a whole school approach to their use of the pupil premium that delivers on the full potential of every pupil, including nurturing their more able pupils to excel. Successful schools deploy the best staff to support their most disadvantaged pupils, and use their resources to develop the skills and roles of their teachers and teaching assistants. Supporting The Attainment of Disadvantaged Pupils, November 2015.	Performance management Pupil progress meetings will show accelerated progress and improved attainment. (Target tracker). Termly attendance figures and award. Lesson observations Lesson study cycle Pupil premium questionnaires Book monitoring	SV, YK, FB	Performance management wks beginning: 25thSept & 3rd October. Wk beginning the 16th of October. Termly attendance review 2x SLT and IEB Terms 1& 2 18th September Assessment weeks x6 per yr. PP analysis report
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Total budgeted cost					£15,750 (TLRs) £11,500 (Cover) £54,057
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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?	Staff lead	When will you review implementation?
To broaden children's experiences and provide enriching learning opportunities. This will promote engagement and improve outcomes.	Outdoor Learning activities provided by an expert leader Initiatives to raise aspirations including 'Into University'	Robin Hammerton, HMI, OFSTED Extracts from OFSTED assessment criteria Outstanding – leadership and management “The school’s curriculum provides highly positive, memorable experiences and rich opportunities for high quality learning, has a very positive impact on all pupils’ behaviour and safety and contributes very well to pupils’ achievement and to their spiritual, moral, social and cultural development”.	Through the use of the Curriculum Map. Pupil premium questionnaires will reflect that the children want to come to school and are happy to be learning at Rose Hill Primary School. Attendance figures will reflect that children want to come to school.	SLT	Into University throughout the year. 31st October Weekly attendance review, Behaviour data Assessment data.

Every teacher and TA will have reflected on ways in which they could better support children to read or complete homework at a time suitable in the day if not able to at home.	All children will be reading every day and completing homework where necessary.	Pupil Premium Handbook For Schools.	Through the use of additional time set up. Pupil premium questionnaires Class action plans	SLT MLT	Wkly support Behaviour data Assessment data in particular reading. 6x per year.
Children's social and emotional skills will be developed which will result in an improvement in engagement.	To raise achievement by providing an Amber Zone Response team to manage children's behaviour and engage them in their learning. Every teacher and TA will have considered whether behaviour, high exclusions or low attendance are stopping individual pupils from achieving as much as they could.	The Pupil Premium- How Schools Are Spending The Funding Successfully To Maximise Achievement, OFSTED, directly refers to: 'Maintaining high aspirations at a time of personal crisis'. A case study is provided.	Weekly meetings Daily wash ups Health Clinics QCA/health clinics/behaviour tracking will show a reduction/improvement in social and emotional skills Improved attendance Tracking of behaviour will show a reduction in exclusions and disruptive behaviour.	FB, JB	This is reviewed weekly Wednesday 10.30-11.30am through the use of the Amber Zone Team/HSLW. Attendance data Behaviour data Assessment data
Total budgeted cost					£10,283 £3,000 £27,000 £20,132
iii. Other approaches					
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?
Support families to enable pupils to fulfil their potential.	Provide intensive support to families and children through the Home School Link Worker team (including improving	The Pupil Premium- How Schools Are Spending The Funding Successfully To Maximise Achievement, OFSTED.	Parents of pupil premium children will feel supported and parent questionnaire will reflect this. Every teacher/HSLW will have	FB, HSLW	Pupil premium questionnaires Class action plans: Nov staff meet

	attendance).		thought about each child in the context of their home circumstances, asking themselves, for example, whether they need to work closely with parents or support parents in some way in order to ensure that the child can succeed in school.		Wkly HSLW meeting. Wednesday 10.30-11.30am.
Total budgeted cost	£35,558				

6. Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	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
Teaching and learning will be supported, in particular develop Quality First Teaching with a focus on pupil premium and most able.	<p>Accelerated progress and improved attainment. (Target tracker).</p> <p>Pupil premium questionnaires will reflect that the children want to come to school and are happy to be learning at Rose Hill Primary School</p>	<p>96% of pupil premium children say they are happy at Rose Hill Primary School.</p> <p>Pupil premium analysis report.</p>	<p>At Rose Hill we have a clear vision for what we wish our children to achieve. This is through high quality teaching, with an ethos that reinforces aspiration and attainment for all.</p> <p>This desired outcome will continue this next academic year as quality first teaching is at the centre of all that we do at Rose Hill Primary School. The arrival of four new teachers alongside an already strong teaching team with a bespoke 'zones of engagement' behaviour and relationships model which underpins and addresses engagement, (including attendance and behaviour) supports this.</p> <p>Where the quality of teaching is good/outstanding our children make accelerated progress and as a school we continue to monitor and support teachers to develop their practice so that it is this. We have a whole school approach to the use of the pupil premium that delivers on the full potential of every child, including nurturing our most able pupils to excel. We deploy the best staff to support our most disadvantaged children, and use resources to develop the skills and roles of our teachers and teaching assistants including tailor made class action plans derived from conversations with the children.</p> <p>Refer to pupil premium analysis report for further detail.</p>	<p>*a</p> <p>£10,750 (TLRs)</p> <p>£6860 (Cover)</p> <p>£44,417</p>
To broaden children's experiences and provide enriching learning opportunities	<p>Curriculum Map will show where there are enriched learning opportunities such as trips.</p> <p>Pupil premium questionnaires will reflect that the children want to come to school and are happy to be learning at Rose Hill Primary School.</p>	<p>As above</p> <p>Rose Hill Primary School website:file:///C:/Users/User/Downloads/rose-hill-primary-school-curriculum-map-2016---2017.pdf</p> <p>Action: class action plans to link to this.</p> <p>96% of pupil premium children say that they are happy at Rose Hill Primary school.</p>	<p>Without the additional funding some of our pupil premium children would not be in receipt of 'highly positive, memorable experiences and rich opportunities for high quality learning. This contributes very well to their achievement and to their spiritual, moral, social and cultural development</p> <p>We have many examples of this on the website, refer to Rose Hill Primary School website:file:///C:/Users/User/Downloads/rose-hill-primary-school-curriculum-map-2016---2017.pdf</p> <p>This will continue next year with additional trips and experiences being planned as our curriculum continues to be enriched.</p> <p>Refer to class action plans for further reflection.</p>	<p>*b</p> <p>£20,132</p>

ii. Targeted support				
Desired outcome	Chosen action/approach	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
Children's social and emotional skills will be developed which will result in an improvement in engagement.	Health clinics will show an improvement in children's social and emotional skills. Behaviour tracking will show a reduction in 'disruptive behaviour'.	<p>Engagement Report 2016-17: <u>Permanent exclusions:</u> 100% reduction <u>Fixed term exclusions:</u> Whole school population: 2016-2017=38% reduction 2015-2017=87% reduction Pupil premium children: 75% reduction <u>Disruptive behaviour:</u> 89% reduction</p> <p>See pupil premium analysis report</p> <p>School council minutes</p>	<p>At Rose Hill we aim to provide a safe and nurturing environment where children can learn. We have high expectations for our children - both in their learning and their behaviour – throughout the school day, Breakfast Club and after school activities. We have high expectations of all adults to recognise that children's behaviour is communication: through behaviour children (and adults to a lesser extent) let others know their feelings, and perhaps their underlying needs. Adults recognise these needs and feelings while helping children to understand and manage their own behaviour.</p> <p>This has had a direct impact on the reduction of behaviour incidents, the ability and confidence in children being able to express and name their feelings.</p> <p>This will continue.</p>	*b
Raise Attainment and Achievement and Provide targeted support: Teachers and TAs will ensure that low expectations are not a barrier to achievement. This will be done by considering the potential of individuals and not settling for most able pupils only reaching expected levels for their age just because they were eligible for the Pupil Premium. This will happen by identifying certain groups eg: most able.	Pupil progress will be tracked to show accelerated progress.	See pupil premium analysis report.	<p>Where the quality of teaching is good/outstanding children make accelerated progress. The class action planning and pupil progress meetings have been an integral part to ensure that every child at Rose Hill makes progress.</p> <p>We continue to monitor and support teachers to develop their practice so that it is this. We have a whole school approach to the use of the pupil premium that delivers on the full potential of every child, including nurturing our most able pupils to excel. We deploy the best staff to support our most disadvantaged children, and use resources to develop the skills and roles of our teachers and teaching assistants including tailor made class action plans derived from conversations with the children.</p> <p>This will continue.</p>	*a

Every teacher and TA will have reflected on ways in which they could better support children to read or complete homework at a time suitable in the day if children are unable to do this at home.	All children will be reading every day and completing homework where necessary. This will be reflected in pupil questionnaire.	100% of children have the opportunity to read either at home or in school, this is checked daily. Pupil questionnaire: 100% of pupils say that they are reading every day at school through guided reading and individual reading programmes.	This has been a particularly successful approach which is now being used in all classes in Key Stage 1 and 2. The new literacy support (CK) will be monitoring this this academic year.	*b
Every teacher and TA will have considered whether behaviour, exclusions or low attendance are stopping individual pupils from achieving as much as they could.	Improved attendance. Tracking of behaviour will show a reduction in 'disruptive behaviour'.	<u>Attendance report:</u> The gap is diminishing: PP 95% non pp 95.4%. Action: Early Years and Poplar, provision in place Parent contracts info. As above.	Tailor made packages which are bespoke to individual families' needs alongside a persistent checking in and encouraging approach has meant that this has had a real impact on persistent absentees and as a result children are in school and achieving. This will continue.	*c £30,558

iii. Other approaches

Desired outcome	Chosen action/approach	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
Support families to enable pupils to fulfil their potential. Every teacher/HSLW will have thought about each child in the context of their home circumstances, asking themselves, for example, whether they need to work closely with parents or support parents in some way in order to ensure that the child can succeed in school.	Class pupil premium action plan will reflect this. Parents of pupil premium children will feel supported and parent questionnaire will reflect this.	Class action plans: staff at RHPS offer unconditional support for families. The dedication that the staff at RHPS show is outstanding. Action: term 1 2017-18, parent questionnaire	We have learned that working solely with one parent can limit the effectiveness of support and as a result we strive to now involve all of the family member including estranged parents to agree on a common goal for their child. We continue to hold to account outside agencies for decisions made as well as the continual monitoring of our own records. This will continue.	*c

7. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk