

Pupil premium strategy statement (primary) **REVIEW**

1. Summary information					
School	Rosemellin School				
Academic Year	2018-2019	Total PP budget	£123,000.00	Date of most recent PP Review	
Total number of pupils	358	Number of pupils eligible for PP	101	Date for next internal review of this strategy	Feb 2019

2. Current attainment (2017-2018 data)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving expected standard in reading, writing and maths	40% 50%	70%
% achieving expected standard in reading	60% 57%	80%
% achieving expected standard in writing	73% 71%	83%
% achieving expected standard in maths	53% 57%	81%

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.	Oral language skills are lower for pupils eligible for PP than for other pupils. Limited vocabulary on entry. Baseline evidencing starting points lower for this group of children.
B.	Limited life experiences.
C.	Emotional health and well-being of disadvantaged children requires additional, positive intervention and teaching of life skills.
D.	Low attainment on entry across all aspects of 17 areas of learning.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Attendance rates eligible for PP pupils is 92.9%; whole school 95.01% and lates. 48% of Persistent Absentees are PP.

4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	PP YR children's end of year profile data in Communication and Language evidences this group in line with National.	PP pupils make rapid progress and achieve in line with National.
B.	PP pupils benefit from an enriched curriculum, engaging in purposeful and real life contexts.	Pupils are able to draw on a range of motivating experiences impacting on raised attainment and progress in K and U, Reading and Writing.
C.	Pupils' increased confidence and self-esteem improves behaviour for learning.	Pupils are ready to learn due to being able to overcome barriers to learning.

D.	YR pupils' end of year profile data evidences accelerated progress from low starting points and in line with National.	Pupils at the end of YR make a successful transition into Y1, readily engaging with the curriculum.
E.	Attendance rates will be at least in line with National and a focus to reduce lateness.	Reduce the number of persistent absentees and reduce lateness in line with national outcomes. School PP 24.1 %: NA 17.2% (2017-2018)
F.	Close the gap between PP children and National other in Reading, Writing and Maths in all school benchmarks.	Difference is diminished between PP and non PP pupils so that PP pupils are in line with their peers.

5. Planned expenditure

Academic year **2018-2019**

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?
Close the gap between PP children and National other children in Reading, Writing and Maths.	<p>Trained member of staff in delivering Time To Talk timetabled for pm sessions in YR classes. 79% of PP achieved the 3 ELGs within C&L compared to Sept 2018, when 1 was on track, 2 were at risk and 11 who were below ARE. 2 remain at risk. 1 who is below is SEN/PP. 2018 – PP GLD 46.15% 2019 – PP GLD 60%</p> <p>Phonics lead to work with YR to ensure consistency of approach.</p> <p>Leader of RWI spelling appointed and training cascaded to staff. In 6/9 classes, from Y2-6 the PP children made more progress in spelling tests than the whole cohort.</p> <p>Discrete, daily RWI spelling sessions for Y2-Y6 timetabled.</p> <p>Leader of Penpals Handwriting appointed and training cascaded to staff. See leader's monitoring sheet.</p> <p>Penpals Handwriting consistently taught YR-Y6. RWI/Penpals leader carried out learning walk/book scrutiny. Fed back to SLT/Governors.</p>	<p>Oxford Language Report</p> <p>High quality systematic and rigorous Phonic programme is proven to raise standards. Sutton Trust suggests that high quality feedback is an effective way to improve attainment. Consistent, fluent and legible writing ensures children are able to communicate effectively and write at speed.</p>	<p>Phonic Lead to collate and analyse half term assessments, identifying individuals who need something in addition to.</p>	<p>JS 4 X per week</p> <p>MP</p> <p>LB</p> <p>LB</p>	<p>Termly reviews by SLT and EYFS lead</p> <p>November assessments to be reviewed and used to plan additional inputs. Baseline assessments Autumn Term and reviewed Summer Term 2019. Lead to carry out drop-ins and review books in a scrutiny.</p>

<p>PP pupils benefit from an enriched curriculum, engaging in purposeful and real life contexts.</p>	<p>Maths leader to deliver training to all staff re: White Rose Maths.</p> <p>Maths leader to deliver training to all staff re: Times Tables Rockstars. Maths – See Assessment sheet Summer 2. Compared to same point 1 year ago, amount of PP on track has risen across years 4, 5 and 6. Gap between PP and non PP is narrowing in all these classes.</p> <p>Reading Karate continued to sustain KS2 pupils' engagement with reading on a daily basis. Regular home reading (4 to 5 times per week) has increased by an average of 8 students per class (Years 2-6) To increase children's vocabulary and enthusiasm/love for reading by class teachers engaging with high quality texts and the promotion of reading throughout the school environment. Vocabulary to be the focus for 2019 -20. June 2018 – Y5&6 PP at risk or above pupil conferencing – enthusiasm for class reading is high – comprehension is an area for development.</p> <p>Oral intervention and support work in EYFS by a trained practitioner.</p> <p>Plan and develop the Library and its use with a named person to lead. Will be completed by end of July 2019 ready for Sept 2019.</p> <p>Whole class Reading sessions using VIPER approach to teach higher order reading skills. Y6 SATS 2019 – EXP 71% , GDS 29% Y6 SATS 2018 – EXP 67%, GDS 16% Y2 SATS 2019 – EXP 70.7% GDS 22.4% Y2 SATS 2018 – EXP 50.8% GDS 18.6%</p> <p>Inset for staff on Forest School approach and how key ideas can be incorporated into planning. INSET received</p> <p>Continue with Forest School for vulnerable groups and expand provision with additional Forest School lead.</p> <p>Rosemellin's top 60 things to do before you leave implemented across the year groups This has now been added as a focus onto next year's PP provision maps.</p>	<p>Reading Karate is a motivational incentive and is being highly effective in increasing the enthusiasm of reading since its introduction.</p> <p>Unknown Children-Destined for Disadvantage report shows that before children even start school a gap of -19 months has opened.</p> <p>EEF evidences that oral language interventions has a +5 month impact.</p> <p>EEF evidences that reading comprehension strategies has a +6 month impact.</p> <p>EEF evidences that Outdoor Adventure Learning has +4 months impact.</p> <p>Real life learning has the capacity to stimulate interest, engagement and participation. Varied experiences help to prepare children for living in a global society. Extra -curricular activities encourage engagement, active lifestyles, commitment, discipline</p>	<p>Reading Lead to monitor: collate current numbers of KS2 children reading daily and compare with baseline before Reading Karate was introduced.</p> <p>Reading Lead having an overview through mapping of texts for each Year group providing challenge.</p> <p>Drop-ins and pupil conferences.</p> <p>Lesson observations, drop-ins and scrutiny of planning to ensure approach is utilised effectively.</p> <p>Yearly curriculum planning map evidences explicit opportunities.</p>	<p>TR</p> <p>MC</p> <p>JS and SB</p> <p>GM</p> <p>JD</p>	<p>On-going with planned CPD for staff through weekly meetings. End of Spring Term 2019</p> <p>Mid-year review</p> <p>Spring Term review with in-house assessments tracked to end of Year.</p> <p>Termly reviews by SLT and EYFS lead, tracking development matters assessments.</p> <p>Qualitative data to be collated from teachers and pupils through an end of session questionnaire.</p>
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	<p>Ensure Y1 to Y6 have the opportunity to participate in lunchtime and after school clubs. All children have access to at least one club of their choice. This will be monitored on next Year's provision maps. Sport's Premium participation analysis shows the numbers of PP children taking part in after school sports clubs has risen each year for the last 5 years.</p> <p>YR to participate in ½ termly trips.</p> <p>Library to be opened and available to children and parents to enjoy and borrow books.</p>	<p>and social skills. EEF report shows impact. Sutton Trust research, September 2018 https://www.suttontrust.com/research-paper/parent-power-2018-schools/ Research from 'Parent Power 2018' reported that, 'Young people from professional households are much more likely to take part in extracurricular activities.' We need to ensure that all children have access to a wide range of extracurricular clubs and support clubs financially where appropriate. Parental engagement is evidenced in EEF and shows +3 months impact.</p>			On-going
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Total Budgeted Cost: £25, 516

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?
<p>PP YR children's end of year profile data in Communication and Language evidences this group in line with Nat.</p>	<p>Trained member of staff in delivering Time To Talk timetabled for 1 x additional sessions in YR classes.</p> <p>Additional time given to PP parents in parent consultations. Parent comment slips are all positive. Mention being happy with progress and talk about working on 'next steps' at home.</p> <p>Home visits initiated to ensure a positive transition into school.</p> <p>79% of PP children achieved 3 ELGs within C&L compared to Sept 2018, when 1 was on track, 2 were at risk and 11 who were below ARE. 2 remain at risk. 1 who is below is SEN/PP.</p> <p>There has been significant impact: 9/14 (64%) PP children achieved GLD (non PP 65.5%) Comparison with those achieving GLD last year –</p>	<p>Unknown Children-Destined for Disadvantage report shows that before children even start school a gap of -19 months has opened re: vocabulary. Research suggests that where parents are involved in their children's learning, this has a very positive affect on their academic attainment (3 months EEF REPORT)</p>	<p>Discussions for class teachers and parents regarding effectiveness</p> <p>Effective deployment of pastoral team</p>	<p>SB and JH</p> <p>SB</p>	<p>Summer Term 2019</p> <p>End of Autumn Term 2018: review questionnaires</p>

	<p>PP 33.3% Non PP 69.2% All children 59.3%</p>				
<p>Pupils' increased confidence and self-esteem improves behaviour for learning.</p>	<p>All staff to receive TIS training. All teachers to understand the TIS philosophy and support its implementation.</p> <p>Head and Deputy to receive TIS Leadership training.</p> <p>Learning mentor to identify vulnerable children from Pass survey and plan suitable intervention. Survey was carried out but results were not acted upon. Many of the children were picked up in TIS interventions. Staffing issue – will need to look at timetable for next year and cost.</p> <p>Learning mentors to support classes/cohorts as necessary with emotional/behaviour for learning issues. RL has supported cohorts with Restorative Justice approach. This is proving to be very powerful. There needs to be careful consideration on implementation for next year for maximum impact.</p> <p>Mental Health Lead identified. RL is trained in Thrive, TIS and Restorative Justice.</p>	<p>School to attempt to meet the needs of those children that CAMHS cannot.</p> <p>TIS is a nationally recognised programme which supports pupil well-being.</p> <p>High % of CFCs and referrals to Learning Mentor.</p>	<p>Leadership time 2x days for Deputy and Headteacher</p> <p>PASS survey to evidence increase in key areas through scrutiny of survey.</p> <p>Planned timetable being effective in meeting needs of ALL children.</p>	<p>RL</p> <p>RL and PG</p>	<p>Spring Term 2019</p> <p>End of Spring Term 2019</p>

<p>Close the gap between PP children and Nat other children in Reading, Writing and Maths.</p>	<p>Pupil Premium Reading Champion appointed, targeting Y1 and Y2 pupils who do not read at home. Y2 64% of targeted children made at least 6 points progress. Y1 – All 6 PP pupils reading progress is greater than or equal to writing and maths progress. 50% pupils - reading progress greater than writing progress 33% pupils – reading progress greater than maths progress 16% Reading progress greater than both maths and writing progress. 1 child made accelerated progress. 3 members of staff trained in Writer's Block. INSET provided for staff. MC fed back in staff meeting but did not do INSET. Year 5/6 children to attend Writer's Block workshop 9/11 children made accelerated progress in writing (greater than 6 steps) 5/11 made more progress in writing than in reading. PP children in the writer's Block group made greater progress in reading and writing than non PP children.</p> <p>Each teacher to complete barriers to learning action plans for PP children which is reviewed half termly. Will review format of provision map for 2019-2020.</p> <p>PP lead to monitor implementation of PP action plans and evaluate success.</p> <p>PP data closely tracked in pupil progress meetings (Head, PP lead, SENDCO, Maths and English leads) Will look at the format of this for 2019 – 2020 to see if it can be more effective.</p>	<p>Close tracking of children to ensure no child is stuck or left behind and is making progress.</p>	<p>Targeted 1:1 daily reading</p> <p>Pupil Progress meetings to include Action Plans and pupil conferencing.</p>		<p>Termly: in response to tracking of assessments</p>
Total budgeted cost					£87,949 incl staffing
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?
Attendance rates will be at least in line	Head and Deputy to monitor pupils and follow up on lateness and absences through	In order to improve attainment and progress of children we need them to	KT's 5 x 30 mins	NF, NA, JO and KT	Meet every 2 weeks to review progress towards target.

<p>with National - 96%-and lateness will be reduced.</p>	<p>face to face contact. KT to work with PP families.</p> <p>PP attendance 04/09/17 to 23/06/18 – 92.92% (non PP 95.78%) 04/09/18 to 23/06/19 – 93.59% (non PP 96.20%)</p> <p>End of year data – PP - 2017-18 <u>92.86%</u> 2018 -19 <u>93.8%</u></p> <p>Non PP – 2017 – 18 <u>95.5%</u> 2018 – 19 <u>96.17%</u></p> <p>Overall, % of lates down from 0.62% to 0.58% (whole cohort) PA down from 36 pupils to 28 pupils.(whole cohort)</p>	<p>attend school. Data shows this is a key area for some of our PP children.</p>			
					<p>Total budgeted cost £2,870 Total budgeted cost £116,335</p>

6. Additional detail

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