

Pupil premium strategy / self-evaluation (primary, middle)

1. Summary information					
School	Rosherville Primary academy				
Academic Year	2019/20	Total PP budget	£51480	Date of most recent PP Review	11/17
Total number of pupils	143	Number of pupils eligible for PP	39	Date for next internal review of this strategy	Jan 20

2. Current attainment				
Results 2019	Pupils eligible for PP (your school)		Pupils not eligible for PP (national average)	
	KS1	KS2	KS1	KS2
% achieving expected standard or above in reading, writing & maths (3)		33.3		65
% making expected standard in reading (as measured in the school)	44.4	33.3	74.9	73
% making expected standard in writing (as measured in the school)	55.6	100	69.2	78
% making expected standard in mathematics (as measured in the school)	55.6	100	75.6	79

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>)		
A.	Poor speech and language skills low acquisition of language	
B.	Poor reading skills particularly around inference and use of language	
C.		
Additional barriers (<i>including issues which also require action outside school, such as low attendance rates</i>)		
D.	Limited access to activities that enrich learning outside of school	
4. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria
A.	Improve progress and attainment in Reading	The percentage of children reaching the expected standard increases

B.	Develop a broader curriculum taking account of limited opportunities for enrichment outside of school	The percentage of children accessing enrichment activities outside of school increases
C.	Increase resilience to learn in all subjects but with particular attention to Reading	The percentage of children reaching the expected standard increases
D.	Increase the acquisition of subject specific vocabulary that will enrich learning in all areas	Subject specific vocabulary is evident in all areas of the curriculum

5. Review of expenditure				
Previous Academic Year		2018/19		
i. Quality of teaching for all				
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
Ensure that quality of teaching over time is at least good for all groups of pupils	All groups of children make expected progress	Progress for PPG children is above 6points in all areas apart from Year 5 Reading and Year 2 Maths	Pupil progress meetings target support and interventions precisely Teaching assistants work with PPG children developing key skills eh number bonds and daily reading	£2000
All staff and children to be able to use Kagan structures and the language of Thinking Hard' to develop all children as autonomous learners	Kagan structures and thinking hard is used in all classrooms Children use extended higher order language and thinking skills	Kagan structures and Thinking Hard in KS2 needs to be developed further in EYFS and KS1	Training needed to develop strategies further in KS1 and EYFS Planned for Term 2 2019	£1000

To support the development of phonic knowledge amongst all children, including those who are disadvantaged	Read Write Inc. groups daily where children are taught by stage (0%+ to pass the phonic screen All Year 2 retakes to pass	Phonic screen 90% pass Retakes 50% (4 children, 2 children passed)	Children who pass must continue RWInc until Year 2 Term 2 Resources in Reading Scheme need to support teaching of phonics	£5598
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ii. Targeted support

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
To improve levels of speech, language and communication in the Reception class	Children have access to specialist programmes and interventions	All children made progress with speech and Language programmes Dedicate SALT professional ensured continuity	Use specialist TAs to deliver programmes under direction of SENCO and SALT specialist	£3835
Improve attainment and progress in maths in Years 3,4 & 5	Teach children separately for Maths reduce class	Progress and attainment in Year 3,4, 5 Maths is above 70% in all year groups and above 6.2 points for all children	IWB needed in the hall in order to use resources appropriately to support learning ££	£2286
Diminish the difference in all areas of the curriculum between PPG children and their peers	Target areas of the curriculum for TAs to provide specific support to improve basic skills	Progress for PPG children is above 6points in all areas apart from Year 5 Reading and Year 2 Maths	PPG children need to be targeted to achieve GDS in areas that they are capable of	£25750
Provide 1:1 tuition to allow children who have fallen behind to catch up	Children reach the expected standard at the end of the year	Year 6 children reached the Expected standard in all areas apart from Reading	Reading needs a whole school approach rather than a catch up Children can fill gaps in other areas bur reading requires a clearer development of skills	£1077

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
To ensure all children are in school on time and ready to learn	For children to be on time and ready to learn	PPG children invited to Breakfast Club free of charge Skilled staff support children with games and physical exercise	Additional staff required to meet the demands of growing breakfast club numbers	£1153
To ensure children receive a balanced diet and are ready to learn	For children to access healthy foodstuffs	Fresh fruit juice and milk available everyday	A variety of fruit needs to be offered everyday children can prepare their fruit themselves	£1000
Increase attendance of all groups of children to above 96% Reduce persistent absence to the 8%	Attendance will be above 96% consistently and for all groups	Attendance rose to 96.4% Persistent absence fell to 5% PPG attendance is just below 96%	Families need to be targeted early so that attendance doesn't slip too far Engage with Early Help and make attendance a criteria for success	.£814
To provide a broad range of tailored interventions Speech link, NACE, Units of Sound, ISSK, Buster Book, Read Write Inc. resources	Children will be able to access specific interventions to build up their skills and enable them to learn in a multi-sensory way	Gaps are filled in key areas e.g. speech Gaps between PPG children and their peers have narrowed	More spelling and basic skills packages are needed eh Wordshark, Numbersark and Nessy	£3500

6. Planned expenditure

Academic year

2019/2020

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue with the GROW project to improve the teaching of reading	Attainment and progress improve in each year group	GROW project has a proven success rate with children acquiring key skills in Reading Data shows that children are underachieving in Reading compared with other subjects	Teachers to attend training Monitor the use of CPD sessions Measure carefully the impact on Reading and Writing £3000	CR	Jan Apr Jul
Implement a whole school guided Reading system that focusses on inference and resilience in reading	Attainment and progress in reading will increase for all children but particularly for PPG children	Cracking comprehension has a whole class teaching texts and differentiated texts to meet the needs of all pupils	Monitor teaching carefully analyse pupil voice Look carefully at progress and attainment in Pupil progress meetings £1000	CR	Jan Apr Jul
Ensure that the teaching of vocabulary is targeted, planned and clear	Children will have a higher level of vocabulary acquisition that they can use independently	Knowledge organisers provide a great support to children and help them to gain a mastery of subjects taught	Monitor knowledge organisers Provide training for pre-teaching vocabulary Provide training for the use of the learning environment £500	JR	Jan Apr Jul

Improve the resources that support the Quality First Teaching particularly It Resources that support learning 4X Ipad in each class and IWB to use in hall with reduced class size Improve the provision of quality texts to support Topic work	Children will have access to a range of resources that support their learning which they may not have at home High quality fiction and Ipad for spelling, table and reading comprehension	High quality text support the development of reading and writing I pads support research and the use of Apps already purchased	Ensure the correct and fair use of resources Buy 4 at a time to monitor use through pupil Voice £3272 £1557 £1500	JR	Jan Apr Jul
Total budgeted cost					£10829
ii. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Diminish the difference in all areas of the curriculum between PPG children and their peers by providing TA support in developing basic skills and language	Children will catch up on basic skills that pose a barrier to further learning TAs will mentor/coach	Building up relationships is critical to building resilience self-esteem and confidence Basic skills are key to success in life	Pupil progress meetings TA meetings £36000	JR	Jan Apr Jul
Provide 1:1 tuition for children who need to catch up	Children will catch up on stages of learning that have been missed		Observations Pupil progress meetings £1500	JR	Jan Apr Jul

To address Speech and Language needs of identified children	Provision of specialist Speech & Language support through Speech & Language therapist 1:1 and group intervention work with identified children	SLCN is the most common need amongst the disadvantaged children Previous targeted intervention has had a positive impact on self-esteem and ability to access the curriculum	Review of progress of all children via notes of visit and provision maps £999 £2536	JR TM	Jan Apr Jul
Total budgeted cost					£41035
iii. Other approaches					
Action	Intended outcome	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 ensure all children are in school on time and ready to learn	To provide children with a breakfast daily to ensure that they are on time and ready for learning	Historic poor attendance and lateness of a large number of PPG children Historically approximately 50% of all PPG children access the breakfast club	Check registers Target pupils Observations Pupil voice £1153	KR	Jan Apr Jul
To ensure children receive a balanced diet and are ready to learn	Nutritional meal choice and provision of milk	Some children do not have appropriate food to sustain them through the day at school Children will have access to fresh fruit	Monitor access to FSM provision £1000	KR JR MM	Jan Apr Jul
To provide access to extra-curricular activities in order to develop emotional and social skills	Provide funding for disadvantaged children to be able to access the Year 6 residential activity	Access to outdoor education and adventurous activities improve self-esteem and resilience. Without funding the disadvantaged children would not be able to attend	Monitor attendance of children £900	JR MM KR	Jan Apr Jul

To provide a broad range of tailored interventions	Speech link, NACE, Units of Sound, ISSK, Buster Book, Read Write Inc. resources	These resources have historically shown they can meet a wide range of pupil needs, including challenge for Higher ability pupils, EAL children and engagement with parents in reading	Regular monitoring through provision maps of all interventions recording entry and exit data £1500	All teachers and all T.A's	Jan Apr Jul
To provide dog therapy to improve concentration and information retention	Memory and concentration will improve as a direct result of working with the therapy dog	A proven intervention promoting good attention and attendance	Pupil voice Pupil progress data £3000	JR	Jan Apr Jul
To provide support developing the wider curriculum and allowing Y6 to access Outdoor Education	Resilience and confidence will be built through experiencing outdoor adventurous activities	Confidence and resilience will have a positive impact on progress	Pupil voice	JR CR	Jan Apr Jul
Total budgeted cost					£7153
7. Additional detail					

Total £59017