

# Pupil premium strategy statement



## School overview

| Metric                                      | Data                                  |
|---|---------------------------------------|
| School name                                 | Rosherville Church of England Academy |
| Pupils in school                            | 140                                   |
| Proportion of disadvantaged pupils          | 34.5%                                 |
| Pupil premium allocation this academic year | £64560                                |
| Academic year or years covered by statement | 2020-2021                             |
| Publish date                                | November 2020                         |
| Review date                                 | September 2021                        |
| Statement authorised by                     | Stephen Carey.                        |
| Pupil premium lead                          | Justine Roddan                        |
| Governor lead                               | Michael Sisterston Karle Marsden      |

## Disadvantaged pupil progress scores for last academic year

| Measure | Score 2019 (Actual outcomes)                           |
|---------|--|
| Reading | 33% 1 out of 3 children reached the expected Standard  |
| Writing | 100% 3 out of 3 children reached the expected standard |
| Maths   | 100% 3 out of 3 children reached the expected standard |

## Strategy aims for disadvantaged pupils

| Measure  | Score  |
|--|--|
| Meeting expected standard at KS2   | 80%  |
| Achieving high standard at KS2   | 40%  |
| Measure  | Activity   |
| Ensure that disadvantaged children receive the specialist academic support they need to enable them to do as well as their peers | Disadvantaged children have been disproportionately affected by Lockdown and therefore need to catch up before they enter KS3 TA to support them in developing their learning skills, self-regulation and organising their work to be able to be more independent and self-sufficient. |

|   |  |
|---|--|
|   | Specialist Teacher to work across KS2 2x days each week identifying gaps in learning and tailoring support to meet the individual needs  |
| Priority 2<br>Ensure that cultural experiences are widened for all pupils that are disadvantaged including access to museums artefacts and other resources that will broaden their knowledge and vocabulary | Provide training for children in the teaching of vocabulary.<br>Use P{iXL resources to widen and strengthen the vocabulary of children<br>Support the costs of trips and workshops to enhance the delivery of all curriculum subjects.<br>Take part in the EEF project Developing Scientific Enquiry to build interest and skills to develop wider aspiration for children within the world of work. |
| Barriers to learning these priorities address   | The pandemic has reduced the opportunities to visit museums, galleries, and places of interest.<br>Children have lower levels of language acquisition than their peers.<br>Children have limited experience of participating in varied cultural opportunities outside of school  |
| Projected spending  | £3000 TA Cost<br>£7000 Specialist Teacher Cost<br>£6000 Towards costs of activities and workshops<br>£500 Match Funding for EEF Project<br><b>Total £16,500</b>  |

## Teaching priorities for current academic year

| Aim                     | Target   | Target date |
|-------------------------|--|-------------|
| Progress in Reading     | To ensure that all children make at least expected progress by careful intervention to teach inference skills and build resilience in Reading<br>Attainment in Reading should be at least as good as Maths and Writing at the end of KS2 | July 2021   |
| Progress in Writing     | To ensure that at least 80% of all children reach the expected standard in writing through careful modelling through Talk 4 Writing strategies   | July 2021   |
| Progress in Mathematics | To ensure that children develop wider reasoning skills in line with their arithmetic skills across the school  | July 2021   |
| Phonics                 | To ensure that at least 85% of children reach the expected standard and can use these skills in their writing and in their speech  | July 2021   |
| Other                   | To ensure that children have access to a wider variety of cultural experiences to widen their vocabulary and their experiences of life in the wider world.   | July 2021   |

**Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.**

### Targeted academic support for current academic year

| Measure  | Activity  |
|--|---|
| Priority 1 To ensure that all children reach the expected standard in Phonics by the careful use of small group teaching across the EYFS and KS1               | <p>Group children according to stage of phonic development<br/>Provide appropriate training and mentoring for all TAs teaching phonics<br/>Update all phonic resources.<br/>Provide alternate strategies to support children who have not passed the Year 1 and then Year 2 Phonic Screen</p>   |
| Priority 2 To ensure that all children have access to a range of resources to improve their Speaking and Listening through targeted and tailored interventions | <p>Continue to benefit from support from a trained Speech Therapist.</p> <p>Continue to group children at their stage of learning Provide support for all staff to access training and mentoring to develop their skills and expertise</p> <p>Introduce the NELLI programme in EYFS</p> <p>Introduce the ELSA programme in KS1</p>  |
| Priority 3 Ensure that children receive targeted support to ensure that they have embedded key skills in mathematics spelling and reading                      | <p>Purchase Apps and resources that enable children to practice skills independently</p> <p>TA s support children daily with practice from high quality interventions such as PiXL and complete daily practice in phonics, reading and spelling.</p> <p>Provide additional IT resources that allow for an additional workspace to be resources to allow snail group access to high quality adult interventions to promote learning Large screen for the hall and 10 IPADS</p> |
| Barriers to learning these priorities address  | <p>Children enter school with lower-than-average levels of speech<br/>Children need to be taught a large amount of vocabulary as they come with generally fewer than average words.<br/>50% of children do not speak English as their first language.<br/>Children do not have access to technology at home to complete daily practice outside of school<br/>Children and parents do not routinely read together outside of school</p>  |
| Projected spending   | <p>SALT Therapist £3600<br/>TA Costs £41600<br/>Technology Costs £5000<br/><b>Total Costs £50200</b></p>  |

## Wider strategies for current academic year

| Measure   | Activity  |
|---|---|
| Priority 1 To ensure that children understand and participate in the habits that promote a emotionally physically healthy lifestyle       | <p>Promote the use of physical literacy to increase concentration and engagement.</p> <p>1:1 mentoring of children by members of SLT to support their own understanding of where gaps lie in their skills and knowledge and provide coaching for raising aspiration for the future.</p> <p>Provide opportunities for children to experience a variety of projects that develop appreciation of the world of work and engage with positive role models that are developing projects within the local area.</p> <p>Provide wider support for families including financial and Health support as well as parenting and safeguarding support by proving the role of a Family Liaison Officer within the school 2 days each week</p> |
| Priority 2 To ensure that children are emotionally resilient enough to cope with the challenges and demands of life in modern day Britain | <p>Provide 10-week programmes engaging with the Dog Mentor.</p> <p>Set up and run programmes that encourage good levels of oracy in key areas of school life School Council, Leading Lights, Play Leaders and Eco Warriors</p> <p>Continue to develop Kagan structures that facilitate cooperative skills within learning activities</p>  |
| Barriers to learning these priorities address   |   |
| Projected spending  | <p>FLO Costs £7405</p> <p>SLT Costs £1000</p> <p>Dog Mentor £2400</p> <p><b>Total £10805</b></p>  |

## Monitoring and Implementation

| Area             | Challenge   | Mitigating action   |
|------------------|---|---|
| Teaching         | Covid 19 restrictions mean that children cannot be grouped together outside of their classes. | Ensure that children still receive support in a smaller group or with reduced frequency |
| Targeted support | Covid 19 restrictions mean that children cannot be grouped together outside of their classes  | Ensure that children still receive support in a smaller group or with reduced frequency |
| Wider strategies | Visitors to school are restricted.  | Investigate ways to provide similar support remotely.                                   |

## Review: last year's aims and outcomes

| <b>Aim</b>  | <b>Outcome</b>   |
|---|--|
| 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 | Gaps for PPG children in Attainment and Progress have closed in all areas  |
| To address Speech and Language needs of identified children   | 85% of SALT Targets at the end of Term 6 2020 were met or partially met  |
| Implement a whole school guided Reading system that focusses on inference and resilience in reading   | Guided System in place using a variety of resources including Cracking Comprehension and The GROW Project with a variety of teaching patterns including whole class, group and individual sessions |
| Provide 1:1 tuition to allow children who have fallen behind to catch up  | 1:1 Tuition provided ensured that predicted KS2 outcomes improved from 67% predicted to 76% Combined attainment for June 2020  |
| To support the development of phonic knowledge amongst all children, including those who are disadvantaged  | Phonics scores showed that June 2019 Phonics outcomes were 90% with 100%PPG achieving the standard   |

**Total costs for current academic year £77505**