

**Roseberry Primary School**  
**Pupil Premium Report 2015/16**

**Context of School**

Roseberry Primary School is a two form entry school in Billingham. The school has a 39 place nursery that operates daily and includes provision for all day placements.

**Our vision is:**

All children leaving Roseberry Primary School are confident, happy individuals who have achieved the skills that will secure a successful future and make them valuable members of their community and the wider world.

We strongly believe that every child should have the opportunity to achieve their potential irrespective of the difficulties they may face socially or emotionally. We believe in creating environments that enable children to develop a thirst for knowledge and belief in their own ability. The pupil premium funding represents a significant proportion of our budget and enables us to provide the additional support and experiences needed by our children in order to support their development.

**Key Facts:**

- Our Mission statement “RPS - Respect for all; promoting excellence; successful confident individuals” reflects our high expectations
- Numbers are stable with a number of year groups full.
- We are engaged in a school-to-school partnership with 3 other Stockton schools with the aim of improving teaching and learning for all children by drawing upon the combined strengths, resources and expertise over a period of 18 months.
- We are engaged in a range of other partnerships working with a wide range of organisations including BELP, Durham University, Billingham Forum, Beanstalk and Little Sprouts.
- Our recent accreditations reflecting best practice include The Sainsbury’s Gold Award for sport, Level 1 RRSA and the Parent Partnership award. We are currently working on the NACE award – this looks at the more able pupils in school.

**Recent Initiatives/Improvements:**

- Pupil Premium pupils make greater progress from their starting points in phonics
- By the end of Year 2 91% of disadvantaged pupils have attained the phonics standard compared with 93% of other pupils
- Pupil Premium pupils attained in line with other pupils at the expected standard at the end of KS1
- Pupil Premium pupils made enhanced progress when comparing the number achieving the expected level at the end of the Foundation stage (43% GLD - 65% EXS+)
- At the end of KS2 Pupil Premium pupils attained ahead of others nationally in spelling, grammar and punctuation and in line in writing.
- Introduction of Read, Write Inc spelling to develop spelling across school
- Additional teaching support in Nursery and reception
- Increased range of sports provision including after school clubs
- Increased uptake of children attending clubs

- Early opening of doors (8.30am) to assist a settled start to the day
- Greater range of services available in school to support families
- Timetables reviewed to maximise teaching time
- Additional targeted support interventions in KS1 and KS2 each afternoon
- A Family Forum has continued to be developed to help bridge the gap between home and school

### **Objectives of Pupil Premium Spending**

The key objective when spending the Pupil Premium Grant is to diminish the gap between the progress made by pupils in receipt of the funding and those who do not receive it. Analysis of the pupils in school identifies that on entry to school pupils eligible for FSM have a lower baseline score than those who do not. Children are identified for targeted interventions in order to eliminate barriers to learning and progress. Our aim is to ensure that these children make accelerated progress in order to reach age related expectations as they move through school.

When making decisions about how money is spent the context of the school is taken in to account. Common barriers to progress for FSM children include less support at home, poor language and communication skills, lack of confidence and self-esteem, more frequent behaviour difficulties, poor attendance and punctuality issues. Many families face complex situations that prevent children from flourishing.

In order to achieve our vision we strongly believe:

- All children have the ability to succeed
- Underperformance is not acceptable
- Children need to have faith in their ability and a desire to succeed

### **Identification of Pupils**

- Data analysis at all levels is used to identify pupils
- Pupil progress meetings held with senior leaders identify pupils of concern
- Teachers are aware of who the pupil premium and vulnerable children are
- Underachievement at all levels is challenged (not just lower attaining pupils)

### **Improving Day to Day Teaching**

We need to ensure that the quality of teaching continues to improve with the number of outstanding lessons increasing and the elimination of requires improvement. This will be achieved by:

- Learning from and with each other
- High expectations
- Consistent practices with regards marking and feedback
- High quality CPD including individualised support
- A consistent understanding of assessment – moderation exercises
- A clear understanding of what good or better teaching looks like

### **Increasing Learning Time**

We need to ensure that time is used effectively. This will be achieved by:

- Improving attendance – particularly for vulnerable groups
- Extending learning time through opening the doors earlier in KS1 and KS2

- Providing daily activities at the start of each day
- Early interventions to be targeted from nursery

### **Individualising Support**

We will provide the support that children need. This will be achieved by:

- Looking at the individual needs of children and identifying their barriers to learning
- Providing 1-1 tuition
- Providing the support that allows for groupings to be effective
- Targeted interventions following gaps analysis
- Providing additional teaching to meet the needs of specific children
- Working with other agencies to bring in additional expertise –
  - Educational psychology
  - Speech and language
  - Counselling
  - Beanstalk
  - Parenting partnerships

### **Funding Priorities**

Our priority remains with the continual drive to raise standards across all areas of the school in order that all children have the opportunity to attain their potential. We are determined to ensure that the percentage of children attaining age related expectations increases in order that children's life chances improve.

Early identification is an increasing concern within school. A great deal of funding is dedicated to this area in order that the specific needs of individual children can be identified and provision made at as early a point as possible. This will include a number of children being allocated to a different provision or school needing to provide considerable additional services due to their requirements. This is causing an increasing pressure on school as the number of children being assessed as requiring specialist provision is significant. This causes difficulty with support and with the provision of space for interventions.

## Overview of the school

Number of pupils and pupil premium grant (PPG) received	
Total number of pupils on roll	402
Total number of pupils eligible for PPG	160
Amount of PPG received per pupil	£1,320
Total amount of PPG received	£227,282
Total amount of money spent	£254,820

Performance of disadvantaged pupils			
	2014	2015	2016
% of pupils making expected progress in Reading	84%	91%	33%
Progress score reading			-1.4
% of pupils making expected progress in writing	96%	82%	70%
Progress score writing			1.9
% of pupils making expected progress in maths	96%	95%	59%
Progress score maths			1.2
% of pupils making expected progress in CRWM	80%	81%	30%
Expected progress VA	99.0	99.7	

Nature of Support 2015/16	
Focus on learning in the curriculum	76%
Focus on social, emotional and behaviour	19%
Focus on enrichment beyond the curriculum	5%
Curriculum Focus Increase % of children at age related expectations in reading, writing and maths. To continue to narrow the gap between pupils eligible for Pupil Premium and those who are not.	

**Pupil Premium Spending 15/16**

<b>Barrier to Learning</b>	<b>Project</b>	<b>Cost</b>	<b>Target Audience</b>	<b>Impact</b>
Children enter school with immature speech  Children have difficulties with speech	To develop language using Early Talk Boost <ul style="list-style-type: none"> <li>• Staff attend training</li> </ul> To support children with specific language difficulties <ul style="list-style-type: none"> <li>• 1-1/small group intervention</li> <li>• Resources to support development of speech and language</li> <li>• Targeted Speech and Language support</li> </ul>	£1000  £13,000 £1000 £4,500	Nursery children  Identified children across school	Staff now have the knowledge to deliver the talk boost intervention. For those children who have immature speech support has enabled them to catch up. Other children (38) have been referred on for additional support via other services.
Children have specific learning difficulties	To identify specific learning needs <ul style="list-style-type: none"> <li>• To work with the EP service to support the needs of children</li> </ul>	£9,000	Identified children across school	The EP has worked with a 12 families to assess needs and give advice. 3 EHCPs are currently being supported by the EP.
Children do not always have the required resources to complete school work	To provide children with stationery items to support with home learning <ul style="list-style-type: none"> <li>• Pencil case with pens/pencils/rubber/ruler/pencil crayons</li> </ul> To provide sweatshirts for children in Reception	£500  £600	Reception – Year 6 pupils  Reception	All children have adequate resources to complete homework.  All children have appropriate uniform for school.
Children have a range of issues related to their well-being	To provide services which offer support for children and their families <ul style="list-style-type: none"> <li>• Counselling services</li> <li>• PSA</li> </ul>	£8000 £20,000	Identified children/families across school	Children and their families are supported emotionally and are better able to deal with issues in their lives.
Children have a range of fine and gross motor skill difficulties	To implement a programme of work to support development of motor skills supporting curriculum work	£500	Early Years	The fine and gross motor skills of the reception children along with 32 other children from across school

	<ul style="list-style-type: none"> <li>Assess individual needs (external consultant)</li> <li>Purchase equipment for programme</li> <li>1-1/small group intervention 2 mornings per week</li> <li>Dyspraxic development 4 afternoons per week</li> </ul>	<p>£1,500</p> <p>£3,700</p> <p>£5,000</p>	<p>Early Years</p> <p>Key Stage 1</p>	<p>have been developed which supports their class work.</p>
Children do not always attend school regularly or on time	<p>To employ Education welfare to work alongside families to support attendance.</p> <ul style="list-style-type: none"> <li>Target 96.5% attendance</li> </ul> <p>To incentivise attendance</p> <ul style="list-style-type: none"> <li>Attendance prizes awarded termly</li> <li>100% end of year prize</li> <li>Weekly vouchers for individuals and the classes with the highest % of attendance that week</li> </ul>	<p>£8,000</p> <p>£2,000</p>	<p>Identified children across school</p> <p>All pupils</p>	<p>Attendance for the year was 96.4%.</p> <p>Over 30 children achieved 100% attendance for the year.</p>
Parents do not always know how to support their child with their education	<p>To provide opportunities for parents to work alongside their child in the school environment</p> <ul style="list-style-type: none"> <li>Half termly family time activities per year group linked to topic and whole school issues</li> <li>Cooking initiatives to support understanding of healthy lifestyles</li> <li>Jamie Oliver – Food Revolution Day</li> </ul>	<p>£1,000</p> <p>£1,500</p> <p>£2,000</p>	<p>All pupils</p> <p>£82,800</p>	<p>Families have taken part in half termly activities. These sessions are always very well attended with most children supported by their parents.</p> <p>The Jamie Oliver day was over-subscribed – families learned about where food came from and how to make an unusual sandwich.</p>
Pupils do not always have experiences beyond the local environment	<p>To ensure that all children take part in a range of visits and enrichment activities</p> <ul style="list-style-type: none"> <li>School trips to be subsidised (£1000 per year group)</li> </ul>	<p>£7,000</p> <p>£1,500</p>	<p>All pupils</p>	<p>All pupils had the opportunity to take part in a number of visits across the year.</p>

	<ul style="list-style-type: none"> <li>Theatre groups and visitors to visit school</li> </ul>			The whole school watched a theatre performance in school at Christmas.
Children do not read as much as they should outside of school	<p>To ensure that support is available for additional reading</p> <ul style="list-style-type: none"> <li>Beanstalk to work with individual readers 3x per week</li> <li>Lexia to be delivered 4x weekly</li> <li>RWI delivered daily</li> </ul>	<p>£1,120</p> <p>£15,000</p> <p>£15,000</p>	Target children from Years 3, 4 and 5	Children from Nursery to Year 5 take part in a read write inc activity on daily basis. Regular assessments identify the progress made. 6 children have worked with Beanstalk 2x per week for the year to ensure they read regularly.
Children do not have the basic skills needed on entry to school	<p>To ensure that additional support is used to support the needs of children</p> <ul style="list-style-type: none"> <li>Additional teacher within Early Years to work with individuals and groups 4X am</li> <li>Additional TA support across EYFS to support individuals and groups</li> </ul>	<p>£9,000</p> <p>£22,500</p>	Identified pupils in EYFS	By the end of Reception 55% of children were at age related expectations. This was from starting points much lower than this.
Children do not always achieve their potential academically	<p>To ensure that additional targeted support meets the needs of all pupils</p> <ul style="list-style-type: none"> <li>Additional teacher to support individuals and groups in Year 6/5 who have learning needs</li> <li>Additional teaching staff to challenge the more able pupils</li> <li>Targeted intervention work 4x daily led by TA</li> </ul>	<p>£29,600</p> <p>£18,500</p> <p>£52,800</p>	<p>Identified pupils in Year 6/5</p> <p>Identified pupils Years 1 - 5</p>	By the end of KS2 pupil premium pupils attained at least in line with pupils from similar starting points in writing and mathematics, and within the acceptable range for reading. In spelling and grammar pupils attained higher than all pupils nationally

### **Impact of Pupil Premium spending 2015/16**

Disadvantaged pupils made most progress in writing (1.9) with an average point score of 103.0  
Progress in maths 1.2 with an average point score of 100.6  
Progress in reading – 1.4 with an average point score of -97.3

In the phonics test at the end of Year 1 pupils disadvantaged children make more progress than other pupils. 33% of disadvantaged pupils attained the required standard in reading by the end of EYFS compared to 61% attaining the phonics standard – an increase of 28% compared to an increase of 9% by others. By the end of Year 2 they have caught up more than other pupils nationally. 91% of pupil premium pupils attained the expected standard compared to 90% (2015) of other pupils nationally and 84% (2015) of pupil premium pupils nationally.

65% of pupil premium pupils attained the expected standard in CRWM (combined reading, writing and maths) as compared to 43% who attained a Good Level of Development reflecting progress from the end of EYFS.

There were no persistent absentee disadvantaged pupils in the Year 6 cohort in 2015/16 (3% nationally). School attendance for disadvantaged pupils is in line with other disadvantaged pupils nationally and at 96% attendance is above the expected 95%.

Progress is tracked closely by the leadership team in school. In-house data supported by external information is used so that lack of progress or dips in progress can be identified quickly and strategies put in place to address the issues.

Data used includes:

- Pupil's work/observations/learning walks/achievement data
- Work is moderated regularly to ensure consistency of practice and expectations
- Pupil progress meetings including individual meetings are held regularly
- Case studies are being developed to assess impact of interventions and specific needs
- The HT maintains an overview of pupil premium spending
- The Chair of Governors is the named Pupil Premium governor

In this financial year 2016 – 17 we have received £223,680 for pupil premium. Although much of the provision is the same as in previous years additional support has been provided via Teaching Assistants and additional teachers. Additionally space is being created for interventions to take place.