

Pupil Premium Strategy

1. Summary information					
School	Roseberry Primary School				
Academic Year	2016/17	Total PP budget	£207,240	Date of most recent PP Review	
Total number of pupils	402	Number of pupils eligible for PP	131	Date for next PP Strategy Review	
Characteristics of these PP pupil: 51 SEN Roseberry Primary School is situated in an area of high social deprivation. Whilst ensuring that the eligible pupils get additional support from this funding the Governing Body also recognise the needs of other vulnerable pupils including the “working poor” and enable these pupils to also benefit.					

2. Current attainment		
	<i>Pupils eligible for PP</i>	<i>Pupils not eligible for PP (national average all pupils)</i>
% achieving EXS or above in reading, writing & maths	CRWM 30%; R 33%, W 70%, M 59%	53%
% making at least expected progress in reading	44%	
% making at least expected progress in writing	70%	
% making at least expected progress in maths (or equivalent)	70%	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor oral language skills)	
A.	Many of the PP children enter school with immature speech and difficulties with language skills
B.	Children have a range of fine and gross motor skill difficulties
C.	A number of children who receive pupil premium funding have additional needs in terms of either a special educational need or other factors such as being under child protection or child in need procedures.
D.	Children do not always have the required resources to complete school work including PE kits and equipment for homework
E.	Children do not read often and widely enough
External barriers (issues which also require action outside school, such as low attendance rates)	

D.	Low aspirations, lack of experiences, lack of social interaction in other settings
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4. Outcomes (Desired outcomes and how they will be measured)		Success criteria
A.	Improve language skills for children receiving pupil premium funding including development and understanding of a varied vocabulary	Children's communication skills improve
B.	To implement a programme of work to support development of motor skills supporting curriculum work	Children are able to write more proficiently and can concentrate for longer periods of time
C.	To provide a responsive, tailored curriculum for pupil premium children with additional needs such as learning delays to ensure accelerated progress	Quality teaching ensures that children show accelerated progress
D.	To ensure the attainment of all children receiving pupil premium funding is enabling children to catch up with their peers	Pupil premium pupils attain in line with other pupils
E.	To expose children receiving pupil premium funding with a rich and varied curriculum to enable all aspects of their development to be developed	Children have a variety of enrichment opportunities which promote areas of learning other than the core subjects
F.	Children read widely and with enjoyment	Children develop greater understanding of a range of texts and a wider vocabulary and understanding

5. Planned expenditure										
Academic year										
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?					
Children have a greater understanding about what they are reading	Beanstalk to work with individual readers 3x per week Lexia to be delivered 4x weekly RWI delivered daily Reading intervention work	Reading is essential to access all subjects in the curriculum. Evidence shows that exposure to reading with a trained member of staff increases attainment. Interventions are showing enhanced progress for pupils.	Half termly information and termly data will identify the pupils who should be targeted for groupings. Regular monitoring of books and lessons will identify the quality of learning.	M Fearnley/ L Hollinshead £1000 £10,000 £19,000	Each half term					
Pupil Premium pupils in Early Years catch up with their peers nationally	Additional teaching staff (SM) to support with targeted individuals and groups	The rationale shows that pupils who catch up with their peers continue to progress at the same rate.	Children to be targeted for small group or individual work. Regular monitoring and observation of lessons	M Fearnley/ C McCabe £25,000	Half termly					
Increased attainment for pupils at the end of KS1 and KS2	Additional teaching staff in all year groups (LH – 5/6) (AP – 3 /4) (SA – 1 /2)	Children respond well to the tailored targeted support that is specific to their identified learning need.	Regular observations and monitoring of books. Accurate groupings regularly reviewed to target individual need and promote learning.	M Fearnley £63,000	Half termly					
Gaps in learning are reduced enabling pupils to make progress quickly	Daily targeted intervention work led by Teaching Assistants each afternoon	Children are able to make enhanced progress when their learning is secure with no gaps preventing them from making learning connections.	Regular observations and monitoring of books. Accurate groupings regularly reviewed to target individual need and promote learning.	L Hollinshead £70,000	Half termly					
Total budgeted cost					£188,000					

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?
Children are able to communicate effectively with members of staff and each other	Speech therapy to be delivered in school	Language acquisition is essential to enable pupils to interact with others and staff	Observations of sessions – advice from speech and language service. Targeting children accurately.	C McCabe £4, 500	Annually
Children have a more varied vocabulary and are able to use language to support their learning	Early Talk Boost and Talk Boost interventions to be used to support individuals and small groups of pupils	An increased awareness of vocabulary and how it can be used to support learning including developing understanding and contextual clues.	Ensuring that the correct children receive the support available. Groups sizes to be kept small to enable make maximum progress.	L Hollinshead £19,000	Half termly
Children with underlying needs are identified early and their needs met	Educational Psychologist employed. Individual case work and support as and when appropriate for staff	Early intervention has been proven to have the greatest impact long term. Children who are found not to be mainstream are moved to more appropriate settings. Attainment for these pupils improves.	Regular reviews of pupils with the Educational Psychologist, SENCo and individual teachers	C McCabe/ M Fearnley £9,000	Half termly
Children's fine and gross motor skills improve.	External consultant to work with Reception children to assess their need and develop a programme	Children in the early years made greater overall progress last year particularly in writing. Research shows that children who have poor fine and gross motor skills find many aspects of the curriculum difficult to deal with.	Individual needs to be assessed prior to programme starting eg ensure the correct pupils are selected 1-1/small group intervention 2x per week Dyspraxic development 4 afternoons per week	C McCabe £21,000	Half termly – final review at the end of the year
Total budgeted cost					£53,500
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/cost	When will you review implementation?
Pupils' experiences are enriched via visits and visitors in school.	Regular trips and visitors to enhance topics.	Children often have limited experiences beyond the local area and these are essential to support all aspects of learning.	Discussions with pupils	Head teacher £15,500	
Pupils' experiences enriched and learning takes place outside	Forest school development and training for 2 teachers	Pupils' (particularly boys) respond well to learning outside. They are more engaged and involved in their learning and show confidence. The training will benefit all staff as there are sufficient resources to develop this aspect of learning.	Lessons to be observed	J Armstrong £1500	annually
Parents are more able to support their child/ren's learning away from school	Parents have the opportunity to work alongside their child in the school environment	Family time has been evolving over several years. Feedback highlights that this is appreciated and helps with understanding about approaches to use with children.	Continued evaluations from parents	Individual staff £8000	After each family time – numbers attending/what evaluations say
Pupils have the required equipment to complete homework –	Provide every pupil with – <ul style="list-style-type: none">• Pencil case with pens/pencils/rubber/ruler/pencil crayons	Pupils have told staff that they do not have the correct equipment to complete homework at home. Homework handed in is often at a low standard due to inappropriate resources used to complete it.	Orders monitored by SLT. Teachers monitor homework	D Howe/ L Fleming £1500	Annually
School has an up to date record of all pupils entitled to receive pupil premium funding	Provide all new pupils with a Roseberry sweatshirt	Families are asked to complete a form enabling school to check eligibility for pupil premium funding	Monitored by SLT	L Fleming/ M Powers £700	Annually

Pupils have an appropriate kit for PE and can take part safely	Provide all new pupils with a PE kit suitable for sporting activities	Families are asked to complete a form enabling school to check eligibility for pupil premium funding	Monitored by SLT	L Fleming/ M Powers £1000	Annually
Families of children receiving pupil premium are supported	Parents Support Advisor to be employed to support families with advice, adult learning, home visits, parenting course	Stable home lives improve the life chances for pupils. Adult learning can lead to employment opportunities	Appraisal work with PSA	M Fearnley £20,000	Annually
Children receiving pupil premium funding attend school regularly and on time	Education Welfare employed to monitor attendance and support as and when necessary. Rewards for good attendance to be available	Attendance has improved over time with an increasing number of pupils attending every day.	Regular meetings with Education Welfare to discuss individuals and families	M Fearnley £10,000	Annually
Pupils are settled and happy and are able to concentrate on their school work.	School counsellor to support the needs of those pupils in need of emotional support	Children's learning is maximised when they are positive and happy.	Regular meetings with School Counsellor to discuss the progress of individual pupils	M Fearnley £11,000	Regular reviews – at least half termly
Total budgeted cost					£69,200

6. Review of expenditure				
Previous Academic Year		See review 15/16		
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

i. 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
ii. 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

1. Additional detail	
In this section you can annex or refer to additional information which you have used to support the sections above.	