

Roseberry Primary School
Pupil Premium Report 2013/14

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 rising – there are now waiting lists for several year groups
- We are engaged in a school-to-school partnership with 2 other Stockton school 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
- Our recent accreditations reflecting best practice include The International School award and The ECO school award.

Recent Initiatives/Improvements:

- Increased performance at KS2
- Increased number of pupils achieving phonics score
- Gap between pupil premium children and others reduced
- Introduction of Read, Write Inc to support reading development
- Earlier intervention in place from Nursery
- Introduction of 1-1 pupil meetings for Years 4,5 and 6
- 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
- Training in forest schools completed
- Greater range of services available in school to support families
- Parenting workshops run to support families with difficulties they face
- Timetables reviewed to maximise teaching time

- Additional support for The Scientists and Magicians
- Additional support interventions in KS1

Objectives of Pupil Premium Spending

The key objective when spending the Pupil Premium Grant is to narrow the gap between the progress made by pupils in receipt of the funding and those who do not.

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 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. Progress from Foundation to the end of Key Stage 1 is a concern this year as there are a significant number of children with additional needs being supported via different agencies and additional staff in school.

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. An additional area for teaching is to be developed and will be resourced from pupil premium funding.

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 | 149 |
| Amount of PPG received per pupil | £955 |
| Total amount of PPG received | £142,295 |
| Total amount of money spent | £225,360 |

| Performance of disadvantaged pupils | | | |
|---|-------|-------|------|
| | 2012 | 2013 | 2014 |
| % of pupils making expected progress in Reading | 81% | 90% | 84% |
| % of pupils making expected progress in writing | (Eng) | 95% | 96% |
| % of pupils making expected progress in maths | 85% | 90% | 96% |
| % of pupils making expected progress in CRWM | 50% | 80% | 80% |
| Expected progress VA | 98.2 | 100.4 | 99.0 |

Nature of Support 2013/14

| | |
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| Focus on learning in the curriculum | 70% |
| Focus on social, emotional and behaviour | 26% |
| Focus on enrichment beyond the curriculum | 2% |
| Curriculum Focus | |
| Increase % of children at age related expectations in reading, writing and maths | |

| Year Group | Project | Cost | Objective | Outcome |
|------------|---|---------|---|---|
| 5/6 | Booster support | £9,720 | Enhance the progress of the more able learners. | The number of children assessed to be working at level 5 has exceeded expectations. |
| | 1-1 tuition | £1000 | Individualising support at all levels. Targeted support for children to address misconceptions, gaps and weaknesses. | Increased confidence and understanding by children. Target children have been assessed by teachers and have achieved their targets. |
| | Small group support in reading, writing and maths | £13,000 | Individualising support at all levels. Small group work to extend children's learning in English and maths. | Smaller groups in main teaching ensuring children needs are targeted accurately supporting needs. Improved results in Year 5. Enhanced progress across year 6 since September (data sheets) |
| | Easter School | £2,000 | Extended learning time. Revision support for Year 6 pupils. | Increased support for those children in year 6 given. |
| | Specialised support | £16,400 | Individualising support at all levels. Small group work for those children identified as having specific additional needs. | Increased confidence – those children make progress against their individual targets |
| 3/4 | Small group support in reading, writing and maths | £13,000 | Individualising support at all levels. Small group work to extend children's learning in English and maths. | Children achieving in line with expectations and personal targets. Improving attainment across year groups |
| | Additional reading support | £33,000 | Enhance the development of reading and of reading comprehension through individual support/group support and the use of Lexia | Reading ages are showing an improvement. A number of children in Year 4 are achieving level 4 on reading comprehension tests (Year 6) |
| 1/2 | Specialised support | £11,240 | Individualising support at all levels. Small group work for those children identified as having specific additional needs. | Increased confidence – those children make progress against their individual targets |
| | Small | £10,000 | Individualising support at all | Children's basic skills are |

| | | | | |
|--------------|--|---------|--|---|
| | group support in basic skills | | levels. Small group work to close gaps in the performance of children particularly in reading/writing and mathematics | improving – more secure results attained (assessment data) |
| EYFS | Additional TA to support | £18,000 | Targeted support for individual children | Children settle well in EYFS and continue to progress well on move from Nursery to Reception. |
| Whole School | PSA | £17,000 | Targeted family work to support families in overcoming barriers to children's learning | Families provided with support and advice. |
| | Education Welfare | £8,000 | Targeted intervention work to improve attendance | Attendance is improving now 95.00%+ with less persistent absentees |
| | Additional EP support | £9,000 | Early identification of children's individual needs | Children identified earlier. Higher number of statements being applied for and accepted. Children being referred on to other specialist provision at an earlier point in time. |
| | Additional speech and language support | £4,500 | Targeted speech and language support. | Children are given support in school. School is provided with expertise to support the needs of children. |
| | Counselling Service | £8,000 | Targeted family work to support families to support with their emotional needs. | Children are more settled and are able to cope with the demands of school. Families are more supportive of each other. |
| | School subsidy for school trips | £3,500 | Children offered the opportunity to attend a range of visits at significantly reduced costs | Children have taken part in a greater range of visits leading to a wider range of experiences and improving their general knowledge. |
| | AHT | £31,000 | Quality leadership expertise: <ul style="list-style-type: none"> • Setting high expectations • Developing teacher practice – including support for NQTs/junior staff • Covering classes • Data analysis • SEN paperwork development • Ensuring consistent implementation of school initiatives | Improved teaching – the quality of teaching has improved – 88% is consistently good or better. 21% of teaching is consistently good plus – outstanding Increased understanding re what good teaching looks like. Pupils more aware of what they need to do and how to achieve it. Consistent implementation of practice and expectations across school. |

Impact of Pupil Premium spending 2013/14

Pupils have made most progress in writing and maths.

Progress in maths: 96% of pupils attained 2 levels progress (nationally – 85%).

Progress in writing: 95% of pupils attained 2 levels progress (nationally – 90%)

Progress in reading: 84% of pupils attained 2 levels progress (nationally - 88%).

More disadvantaged pupils achieved greater than expected progress than other pupils in reading and writing.

Reading: 20% attained 3 levels compared to 16% of other pupils.

Writing: 28% attained 3 levels compared to 24% of other pupils.

By the end of Key Stage 1 the gap between disadvantaged pupils is in line with others nationally in writing and maths.

Average point scores identify a narrowing of gaps in school with the gap in reading and writing now 1.0, 0.7 in maths and 1.2 in science. When looking across all core subjects the gap is 0.9 reflecting the impact of good teaching on closing gaps.

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 are held each half term with staff
- Individual pupil progress meetings for Y6/Y5/Y4 pupils have been held so that children know and understand what is expected of them and how they can achieve
- 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

This financial year 2014 – 15 we have received £226,200 for pupil premium. Although much of the provision is the same as last year provision for teaching has been developed through enhanced staffing across all areas of school.