

Pupil Premium Strategy

| 1. Summary information | | | | | |
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| School | Roseberry Primary School | | | | |
| Academic Year | 2017/18 | Total PP budget | £207,240 | Date of most recent PP Review | |
| Total number of pupils | 383 | Number of pupils eligible for PP | 144 | Date for next PP Strategy Review | |
| Characteristics of these PP pupil: 57 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 | | |
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| | <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 40%; R 44%, W 60%, M 56% | 61% |
| % making at least expected progress in reading | 44% | 71% |
| % making at least expected progress in writing | 60% | 76% |
| % making at least expected progress in maths (or equivalent) | 56% | 75% |
| 3. Barriers to future attainment (for pupils eligible for PP) | | |
| In-school barriers (<i>issues to be addressed in school, such as poor oral language skills</i>) | | |
| 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 (<i>issues which also require action outside school, such as low attendance rates</i>) | | |

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| 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 |
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| 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 to 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 | | | | | | | | | | |
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| Academic year | 2017/2018 | | | | | | | | | |
| 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 read more frequently and widely. 10/17 58% PP to achieve EXS at the end of KS2 14/22 64% PP to achieve EXS at the end of KS1 | Individual reading to take place weekly with CT or TA. 3x read to take place each week led by teacher. Focus on reading at home via diaries. | 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 £40,000 | 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 £31,000 | Half termly | | | | | |
| Increased attainment for pupils at the end of KS1 and KS2 11/17 65% PP to achieve EXS in wri and Ma end KS2. % of pupils in KS1 to have increased from starting points | 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 £56,000 | 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 £67,000 | Half termly | | | | | |
| Total budgeted cost | | | | | £194,000 | | | | | |

| ii. Targeted support | | | | | |
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| 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 and Speech link 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 e.g. ensure the correct pupils are selected 1-1/small group intervention 2x per week Dyspraxia related 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 | | | | | |
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| 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' make enhanced progress academically | Breakfast to be available to all pupils | The EEF website reports that pupils who have a nutritious breakfast have their learning boosted in reading, writing and maths | Monitor the uptake of breakfast and by whom | S Conway/ Alison Evans £7500 | Termly |
| Parents understand how well their child/ren are doing and what support is available | Additional parent evening slot to be offered to the parents of PP children | Partnership working between school and home in order to support pupils | Feedback from parents during meetings | SLT | April 18 |
| Pupils understand how they are progressing and what they need to do to improve further | Feedback via precise marking, tests and individual meetings | Effective feedback enables learners to make up to 8 months progress over the course of the year. Pupils learn through understanding what they need to do differently to improve | Monitoring of books at least termly | All staff | Termly |
| 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 £12,000 | |
| 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 |

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| 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 |
| | Pupils have the opportunity to complete homework at school with support when required | Children who regularly complete homework that supports learning in the classroom make 2 months progress. | Monitoring of homework | Individual staff time | Termly |
| 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 |

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| 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 £8,500 | 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 £17,000 | Regular reviews – at least half termly |
| Total budgeted cost | | | | | £76,200 |

| 6. Review of expenditure | | | | |
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| Previous Academic Year | | 2016/2017 | | |
| 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 |
| 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 | Pupils reading has improved. More children are reading. End of Key Stage 1 results show greater progress for PP children than for others. At the end of KS2 progress has been made since 2016. | Beanstalk volunteers – children enjoy working individually but there are problems with timetables and space issues. Lexia programmes have been successful for a number of children and will be continued to be used for identified children. RWI and intervention work have had a positive impact. School is currently reviewing how RWI is used and a bespoke programme is being produced to suit the needs of our pupils. | £1000 £25000 |
| Pupil Premium pupils in Early Years catch up with their peers nationally | Additional teaching staff (SM) to support with targeted individuals and groups | GLD has increased from 55% to 60% overall. Disadvantaged children 50% compared to 67% non-disadvantaged | Individualised teaching and small group has a positive impact on pupils' learning | £25000 |
| 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) | By the end of KS2 44% of pupils eligible for PP achieved EXS (an increase of 11% from 2016). The average point score at 99.0 was closer to the average of 100 and an increase of 2.7 from 2016. | Specific targeted work particularly on developing vocabulary impacts significantly on pupils' ability to move on with their learning. | £63000 |
| Gaps in learning are reduced enabling pupils to make progress quickly | Daily targeted intervention work led by Teaching Assistants each afternoon | The overall progress made by pupils having intervention work reflects the impact. All children make enhanced progress. | Intervention groups to be reduced to target specific individuals or smaller groups. | £70000 |

| i. Targeted support | | | | |
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| 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 |
| Children are able to communicate effectively with members of staff and each other | Speech therapy to be delivered in school | 43 pupils have been supported through the speech and language therapist in school and through the health service | A speech therapist is needed for maximum impact (the named person changed twice last year) A TA continues the work of the speech therapist in between therapy sessions | £6,500 |
| 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 | 51 pupils have been supported through Early Talk Boost, Talk boost and Speech Link. Children are much more confident when speaking to adults and are able to articulate words out loud. They are able to wait their turn before speaking. | Talk Boost needs to be more sharply focused so that a greater number of children can access it. Speech link to continue alongside Talk Boost and Early Talk Boost in order to support their pronunciation. | £19,000 |
| 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 | 29 pupils have been supported by the Educational Psychologist. 1 EHP was given. 4 applications were made to panel for additional/different provision | The increasing number of children requiring support is hampering the educational progress of groups of children. School to consider how to best support the needs of these children. | £9000 |
| Children's fine and gross motor skills improve. | External consultant to work with Reception children to assess their need and develop a programme | All of the Reception children were assessed by Chris Ridley at the start of the year and a programme put in place to develop their neurological immaturities. Children's ability to regulate themselves improved – evidenced by data. | The exercises given must be carried out as prescribed by Chris Ridley. Where the program has not been followed closely it is not as effective. | £19,000 |

| ii. Other approaches | | | | |
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| 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 |
| Pupils' experiences are enriched via visits and visitors in school. | Regular trips and visitors to enhance topics. | All pupils have had the opportunity to engage in visits throughout the year at a discounted price enriching their experiences | All trips will continue to be subsidised for all pupils. School to pay for transport costs. Opportunities to pay over a period of time to be offered. | £8000 |
| Pupils' experiences enriched and learning takes place outside | Forest school development and training for 2 teachers | Forest school activities have taken place across the school year Visits to a leading forest school have supported ideas in school | Children enjoy learning outside and engage in their learning more readily | £2000 |
| 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 times were all well attended. Feedback from families was generally positive. | Family times to be more clearly linked to learning in order to develop understanding of what is being taught in school. | £2000 |
| 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 | All pupils were provided with equipment so that they had equipment for homework. | Continue with this. Ensure that pupils understand that they are only given the equipment once and that they need to take care of it. | £1600 |
| School has an up to date record of all pupils entitled to receive pupil premium funding | Provide all new pupils with a Roseberry sweatshirt | All new pupils in Reception received a sweatshirt. They have a school sweatshirt like all in school. | Continue with this. Ensure that all new pupils to school are offered a sweatshirt. | £600 |

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| Pupils have an appropriate kit for PE and can take part safely | Provide all new pupils with a PE kit suitable for sporting activities | All new pupils in Reception received PE kit. They are prepared for PE lessons and can access sporting activities. | Continue with this. Ensure that all new pupils to school are offered kit. | £3000 |
| 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 | The PSA is in regular contact with families. She offers advice and support and attends Early Help meetings including co-ordinating with other services. Families report that this is a valuable and important service. | Parents are able to talk more openly to the PSA and generally engage in a positive way. | £20,000 |
| 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 in school has fallen due to holidays and there is a gap between those eligible for PP and those not. All non-attendance is followed up and procedures followed so that families are increasingly aware of the impact of keeping children out of school during term time. | Attendance interventions will continue. Pupils with persistent low attendance over previous years will be monitored immediately to ensure that they are in school. | £8500 |
| 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 who have had counselling have been able to voice their thoughts. Children have a voice in meetings involving their families. | Counselling needs to be available consistently. It is important for those children and families who engage with it. | £16,800 |

1. Additional detail

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